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ABSTRACT

This curriculum resource guide on graphics is one of a series of seventeen specialized curriculum guides for occupational education of the marginal, handicapped, or special needs occupational education student. The guide begins with six behavior clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills common to all employment: accuracy and productivity, initiative and perseverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. Learning activities and performance objectives are included for each topic. The remainder of the guide is comprised of job modules for the following: binder assistant, carton assembler, film developer, forklift operator, lithographic-camera operator, paper cutter, paper handler, plate maker, shipping clerk helper, stripper, and wrapper. Each job module begins with a job description followed by suggested instructional activities and a performance objective for each instructional topic. Also included are appropriate personal appearance topics. (LRA)

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FOREWORD

This book, one of a series of 17, was written and published in partial fulfillment of a long-standing commitment of the Board of Cooperative Educational Services of Nassau County – that is, to make occupational education available to any County resident who seeks it. The material in its pages should open a door that formerly was barely ajar.

For handicapped youth and adults, access to occupational education historically has been blocked – or at best, difficult. In recent years, however, the Nassau BOCES has sought to remove the traditional barriers. It has incorporated occupational and pre-occupational training elements into its special education programs. It has enrolled these pupils directly in its occupational education programs for the non-handicapped. And it has created new occupational education programs for students with special needs where none before existed.

This book, then, carries that effort a step further. It provides the teacher of occupational subjects with a new and different instructional tool – a tool particularly useful in the task of extending new educational opportunities to this population.

Through the use of this instrument, that task should be easier, the results more effective. And the handicapped student of whatever age should reap a benefit in the form of an additional degree of independence that his/her learning makes possible.

William T. Callahan
Executive Officer
Board of Cooperative Educational
Services of Nassau County

PREFACE

Students with special educational requirements form one of the most important challenges to public education.

Recently, education for the so-called special education or special needs student has been expanded to include intensive occupational education programming, recognizing that many, if not all, persons are employable and can be economically self-sufficient. The special needs individual who is capable, because of his preparation, of entering the work force, whether as a totally independent person or one whose occupational training can be used only under some form of sheltered situation, is an asset and a positive force in society.

As a result of a compelling need for relevant specialized occupational education curricula for these newly identified populations, Nassau BOCES submitted a curriculum development proposal to the State Education Department of New York State, which was subsequently funded through Public Law 90-576.

The proposal was directed to the development of 17 specialized curricula, focusing on occupational education for the marginal, handicapped or special needs occupational education student.

Three curriculum developers, assisted by a host of occupational and special education teachers, the Nassau BOCES Division of Research and Development, inputs from more than 400 industries, and representatives of the State Education Department, were involved in this effort. The occupational education curriculum development team observed the populations referred to in a variety of BOCES special and occupational education programs. The tasks the students performed, and the skills they displayed, were noted. In this way, and through coordinative involvement with occupational and special education teachers, the team became aware of the needs, as well as the capabilities, of the students as they related to potential job performance. The team then visited appropriate businesses and industries within the County to analyze skills needed in actual entry-level jobs. They also identified appropriate basic entry-level jobs within each major occupational field.

Based on data collected from all field observations, occupational education specialists were engaged to write suggested learning tasks. These were organized with other materials relating to job behavior and attitude, and constitute this Curriculum Guide.

In order to provide a comprehensive view of the entire series, a separate compendium of the tables of contents of all 17 books has been prepared. The titles of these books appear on page xvi. This compendium is available on request from Nassau BOCES.

The job titles selected for each guide are not meant to limit the future of any student. Rather, whenever appropriate, students should be prepared for a variety of entry-level positions within an occupation. If possible, all pupils should be made familiar with a variety of occupational situations that demand identical skills, and yet are representative of advanced opportunities in the world of work.

This Curriculum Resource Guide was made possible through the cooperation and support of BOCES administrators, guidance counselors, work experience coordinators, placement counselors, teachers from both our special education and occupational education divisions, research and development staff, and managerial personnel, plant foremen and employees from business and industry who provided materials and information, along with suggestions and recommendations.

We additionally wish to thank BOCES Technical Support Services for printing this series.

To those persons listed on the acknowledgment page who contributed directly to the text, and to the many others cited, we express our sincere appreciation.

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DESIGN OF THE SERIES

In order to allow teacher (T) and student (S) as many options as possible, this entire curriculum series of 17 books is designed in a modular system; that is, basic tasks and behaviors as they occur in a given occupation or as they apply to several occupations, are grouped. The Job Module defines the technical skills and activities required in a particular entry-level job station. Within each job module are Instructional Topics which define the basic skills required in the job station work setting. A table of contents for this book follows at the end of this section, so that supervisors of occupational programs may determine alternate selections of occupational choices for students, as necessary.

Note: Any topic that deals with measurement that may require conversion to metric is flagged Mm in the table of contents.

Likewise, a modular approach is used for "survival," or job-required behavior skills, common to all employment. A series of Behavioral Instructional Topics appears at the front of every book.

TOPIC: Identifying Oneself to Strangers **JOB-REQUIRED BEHAVIORS**

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T plays both roles of stranger and student:
Stranger: Hello young man. . .Is this the (Office Practice Shop)?
Student: Yes.
Stranger: What is your name?
Student: (Mumbling last name): My name is (John Watson).
Stranger: John what?
Student: My name is (John Watson).

T discusses with class when and why strangers ask a person's name. T elicits from Ss remarks about what happens when someone mumbles, speaks too low or has speech difficulty.

Role Play #2: T role plays a stranger with each S, asking S's name. T reverses role with each S. Rest of the class observes and makes comments and suggestions.

At the conclusion of this section are a series of Behavioral Clusters and the appropriate behavioral instructional topics that support each cluster. The teacher may thus develop a plan which combines the use of technical skill and behavioral instructional topics as required by the particular job. Further, if the teacher finds that the student is deficient in a behavioral cluster, he/she may utilize one or more of the related behavioral instructional topics as remedial tools.

CLUSTERS

I Accuracy and Productivity	
Keeping Busy During Slow Periods	B4
Relationship with Supervisors	B11
Reporting to Supervisor or Person in Charge	B13
Sitting or Standing for Long Periods of Time	B16
Working Safely	B25
Working Under Pressure	B27
II Initiative and Perseverance on the Job	
Getting to School and/or Work	B1
Identifying Oneself to Strangers	B2
Keeping Busy During Slow Periods	B4
Reporting to Supervisor or Person in Charge	B13
Sitting or Standing for Long Periods of Time	B16
Working Alone	B20
Working in Crowded Areas	B21
Working in Public Areas	B23
Working Under Pressure	B27

The Job Description begins each module, telling WHAT student does; WHO student works with; HOW student is supervised; WHERE student works. Additionally, it sometimes includes unique requirements of the job such as physical strength, exceptional personal neatness or the wearing of a uniform. Job stations for each curriculum guide have been classified alphabetically, because often no rank order of difficulty can be established for these populations, for whom individual differences and desire to achieve a place in the world of work, may cause substantial diversity in performance.

JOB DESCRIPTION

COSMETICS ASSEMBLY-LINE WORKER

A Cosmetics Assembly-Line Worker

- performs the following major tasks:
  - works with conveyor belts
  - handles labeling machines
  - works with glass bottles and jars
- works usually alongside and in coordination with other workers
- works under periodic supervision
- works in a large, well-illuminated factory-type area; may sit or stand at job station

Appropriate Instructional Topics appear in each job module. Each topic is separated by double lines. Topics have been arranged in logical task presentation and serve as the basic units of instruction. The Suggested Instructional Activities are the means used by the teacher to permit each student to gain mastery of the instructional topic. The specific topic names appear at the left, and the job module titles at the right.

COSMETICS ASSEMBLY-LINE WORKER

TOPIC: Working with Labeling Machines (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate hand-stamping labeling machine and automatic labeling machine by (1) setting labeling designations, (2) inking stamping plates, (3) labeling merchandise with hand-stamping machine, or producing adhering labels and stamping them on merchandise with automatic labeling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Glass Bottles and Jars

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that glass bottles and jars must be handled carefully to avoid breaking or chipping them and that a cardboard or similar divider must be provided to separate them.

S selects a variety of glass bottles and jars from stock room.

S sorts bottles and jars by size and selects cartons of appropriate sizes into which to place them.

Many of the instructional activities also point up specific Safety Considerations.

S explains how to pick up and sweep up pieces of glass carefully if a bottle should break.

Safety Considerations: Handle broken glass carefully

A complete Performance Objective appears at the end of each topic. The objective clearly specifies the observable behaviors which the student will learn and demonstrate as a result of the lesson of instruction, and the conditions under which he/she will perform it.

S explains how to pick up and sweep up pieces of glass carefully if a bottle should break.

Safety Considerations: Handle broken glass carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) handle glass bottles and jars safely, (2) place them in cartons properly, and (3) pick up and sweep up glass fragments. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

Also included as part of each job module are appropriate personal appearance topics.

COSMETICS ASSEMBLY-LINE WORKER

TOPIC Personal Hygiene and Proper Dress on Assembly Lines

SUGGESTED INSTRUCTIONAL ACTIVITIES.

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

The teacher will be expected to identify and obtain the materials necessary for implementation of the instructional topics.

The teacher is further encouraged to expand the scope of suggested instructional activities presented herein, to include his/her most imaginative teaching methods, student application activity and student evaluation procedures, for the most effective presentation of the lesson.

In the final analysis, nothing can replace the knowledge and the expertise of the teacher in the particular skill being taught.

The teacher is urged to regard the module as a resource rather than a prescription for the exact method of teaching a lesson. A teacher's own professional understanding of the subject and of individual students will enable him/her to adopt appropriate methods for teaching the module content and helping each student to develop the indicated skill. The teacher's familiarity with the occupation will enable him/her to teach appropriate job behaviors and technical skills together, giving the student a more realistic sense of the world of work.

The success of the special education student in a program of occupational education will be largely dependent on the ability of the student to be adaptable to a variety of occupational situations. Learning the skills of several job modules would greatly increase his employability and options. The teacher should, therefore, regard this curriculum series as a guide toward providing the special education student with occupational education most suited to his/her learning disabilities, interests and capabilities. All students will thereby be permitted to advance to their greatest employable potential.

The following job-required clusters of behaviors have been derived: Accuracy and Productivity, Initiative and Perseverance on the Job, Positive Response to Direction and Supervision, Regularity and Punctuality, Self-Reliance and Reliability, and Work Tolerance. If the teacher finds that one or more of his/her students has a deficit in one of these behavioral clusters, he/she should refer to Behavioral Clusters and Their Related Behavioral Topics which appear on the following pages. The general job-required behaviors, preceded by roman numerals I-VI, are listed, along with their supporting topics of instruction.

BEHAVIORAL CLUSTERS AND THEIR RELATED BEHAVIORAL INSTRUCTIONAL TOPICS

I Accuracy and Productivity
  - Keeping Busy During Slow Periods B4
  - Relationship with Supervisors B11
  - Reporting to Supervisor or Person in Charge B13
  - Sitting or Standing for Long Periods of Time B16
  - Working Safely B25
  - Working Under Pressure B27

II Initiative and Perseverance on the Job
  - Getting to School and/or Work B1
  - Identifying Oneself to Strangers B2
  - Keeping Busy During Slow Periods B4
  - Reporting to Supervisor or Person in Charge B13
  - Sitting or Standing for Long Periods of Time B16
  - Working Alone B20
  - Working in Crowded Areas B21
  - Working in Public Areas B23
  - Working Under Pressure B27

III Positive Response to Direction and Supervision
  - Relationship with Customers B9
  - Relationship with Supervisors B11
  - Reporting to Supervisor or Person in Charge B13

IV Regularity and Punctuality
  - Getting to School and/or Work B1
  - Punctuality B5

V Self-Reliance and Reliability

- Getting to School and/or Work B1
- Identifying Oneself to Strangers B2
- Punctuality B5
- Relationship with Co-workers B7
- Reporting to Supervisor or Person in Charge B13
- Riding in Elevators B14
- Riding on Escalators B15
- Working Alone B20
- Working in Crowded Areas B21
- Working in Public Areas B23
- Working Safely B25
- Working Under Pressure B27

VI Work Tolerance

- Keeping Busy During Slow Periods B4
- Relationship with Co-workers B7
- Relationship with Customers B9
- Relationship with Supervisors B11
- Reporting to Supervisor or Person in Charge B13
- Sitting or Standing for Long Periods of Time B16
- Working Alone B20
- Working in Crowded Areas B21
- Working in Public Areas B23
- Working Under Pressure B27

Books in this series include:

- Automotive Maintenance
- Body and Fender Repair
- Building Maintenance
- Building Trades
- Distributive Services
- Electronic Assembly
- Floriculture
- Food Services
- Graphics
- Mechanical Assembly
- Office Services
- Ornamental Horticulture
- Packaging
- Personal Services, Health Oriented
- Personal Services, Housekeeping Oriented
- Plastics Manufacturing and Assembling
- Wood Products Assembly

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9 Mm Selecting Appropriate Cardboard Boxes and Corrugated Cartons
10 Mm Packing and Sealing Cardboard Boxes and Corrugated Cartons

11 Affixing Tags and Labels
12 Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts
13 Personal Hygiene and Proper Dress

14 Carton Assembler
15 Folding and Unfolding Cardboard Boxes and Corrugated Cartons
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17 Stacking and Stocking Empty Corrugated Cartons
18 Personal Hygiene and Proper Dress

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20 Working in Manufacturing Areas
20 Working with Electrical Equipment
21 Monitoring and Recording Time
22 Working with Industrial Chemicals
23 Developing Film
25 Personal Hygiene and Proper Dress

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98 Mm Packing and Sealing Cardboard Boxes and Corrugated Cartons

99 Packing Prepackaged and Preboxed Items
99 Packing and Wrapping Small Items
100 Packing and Wrapping Oversized Items
101 Packing and Wrapping Fragile Items
102 Folding and Boxing Garments
103 Gift Wrapping
104 Wrapping Parcels for Mailing
105 Mm Identifying and Lifting Heavy Objects
106 Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts
107 Mm Moving Heavily Loaded Dollies and Carts
108 Personal Hygiene and Proper Dress

TOPIC: Getting to School and/or Work

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T makes a transportation list to aid his discussion of how each S gets to school and/or work and S's available alternate means of transportation.

T leads a discussion covering the following points:

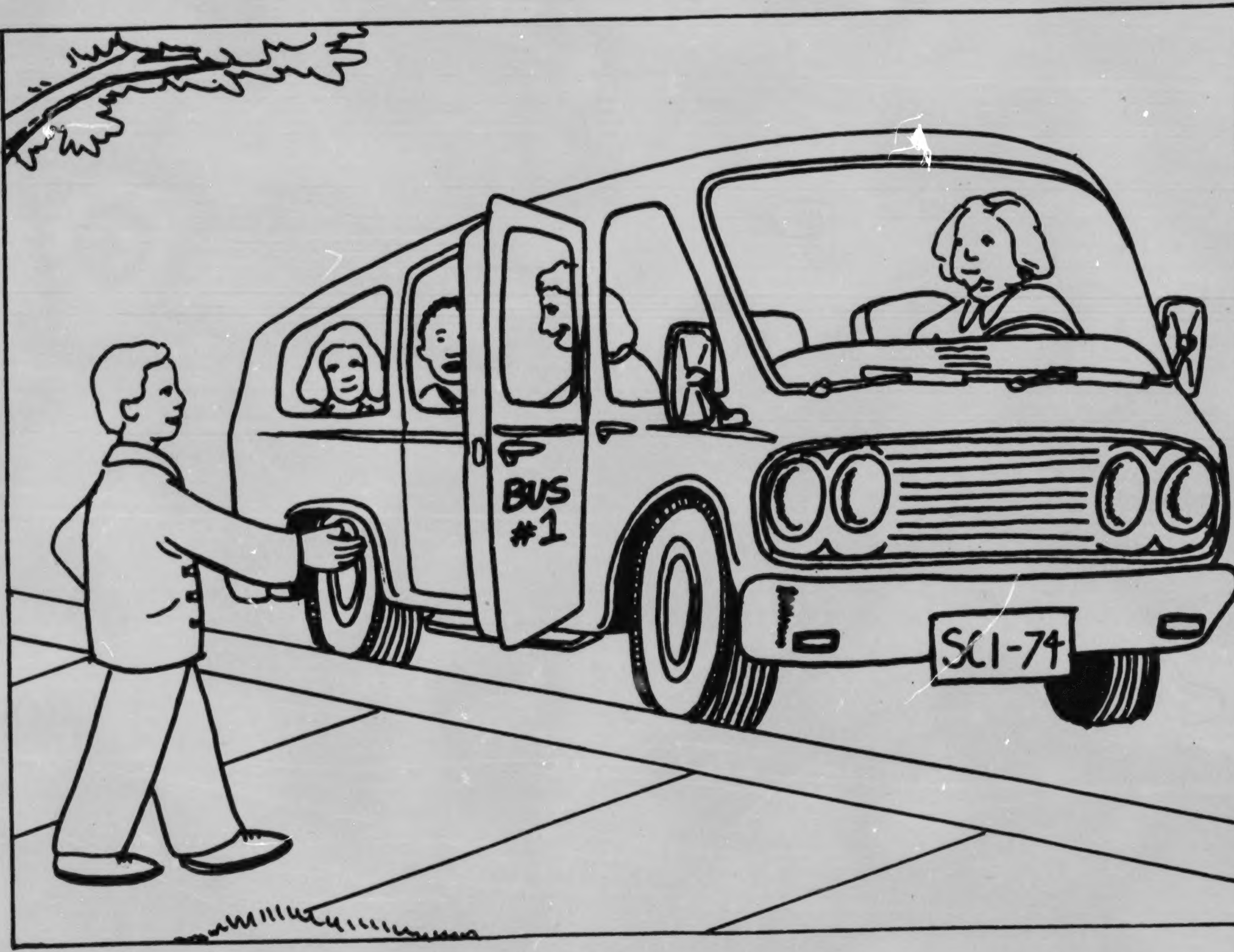
- S's means of getting to school and/or work
  Does S travel by bus alone? Does S arrive by bus with supervised group? Does S walk to school accompanied by others?
- S's personal experiences of getting to school and/or work
- reason for wanting to get to school and/or work
- similarity or difference of getting to school and/or work

T leads a discussion of alternate means of transportation for getting to school and/or work in inclement weather or under unforeseen circumstances.

T questions each S individually about alternate means of travel and clarifies S's regular and alternate means of travel.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to arrive at school and/or work regularly, independent of weather conditions or unforeseen circumstances.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



B1-1

TOPIC: Identifying Oneself to Strangers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T plays both roles of stranger and student:
Stranger : Hello young man. . . Is this the (Office Practice Shop)?
Student: Yes.
Stranger: What is your name?
Student: (Mumbling last name): My name is (John Watson).
Stranger: John what?
Student: My name is (John Watson).

T discusses with class when and why strangers ask a person's name. T elicits from Ss remarks about what happens when someone mumbles, speak[illegible] too low or has speech difficulty.

Role play #2: T role plays a stranger with each S, asking S's name. T reverses role with each S. Rest of the class observes and makes comments and suggestions.

Role Play #3: Before beginning this role play of giving one's address to another person, T determines that each S either knows his address or carries a card with his name, address and telephone number. T role plays a stranger and asks a S his name, then questions S about his address, and also role plays a S who gives his name to a stranger and then shows his address card.

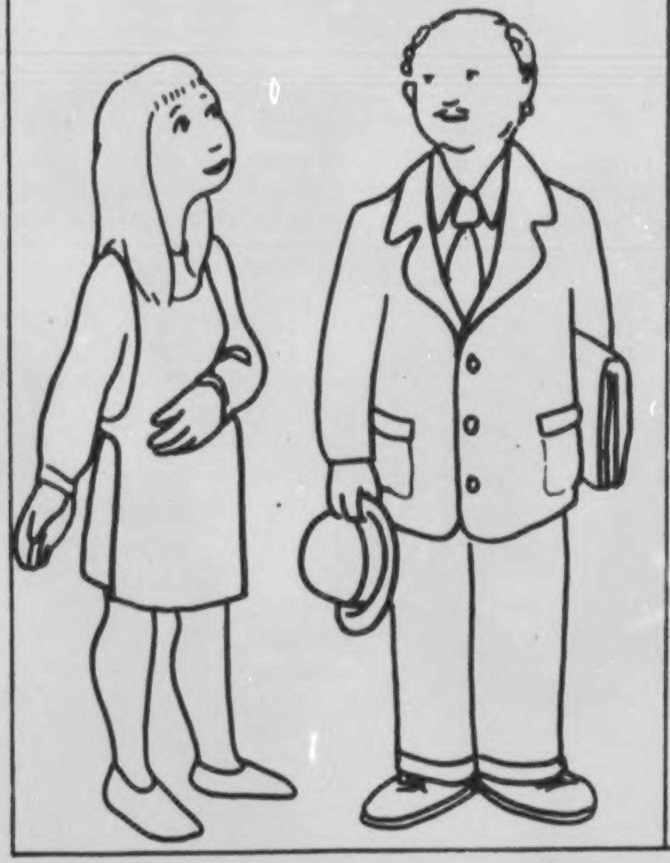
T directs discussion to elicit comments on giving one's name and showing one's address card. T then has Ss show their cards and elicits comments from those who know their address but don't have cards. These comments should lead into the next role play.

Role Play #4: T structures a role play of telling a stranger one's name and address. After all Ss capable of telling their address have practiced, T continues the role play, varying the performance of the card-carrying and verbalizing Ss.

TOPIC: Identifying Oneself to Strangers (cont.) **JOB-REQUIRED BEHAVIORS**

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) say his name intelligibly and (2) either tell his address or exhibit an identification card.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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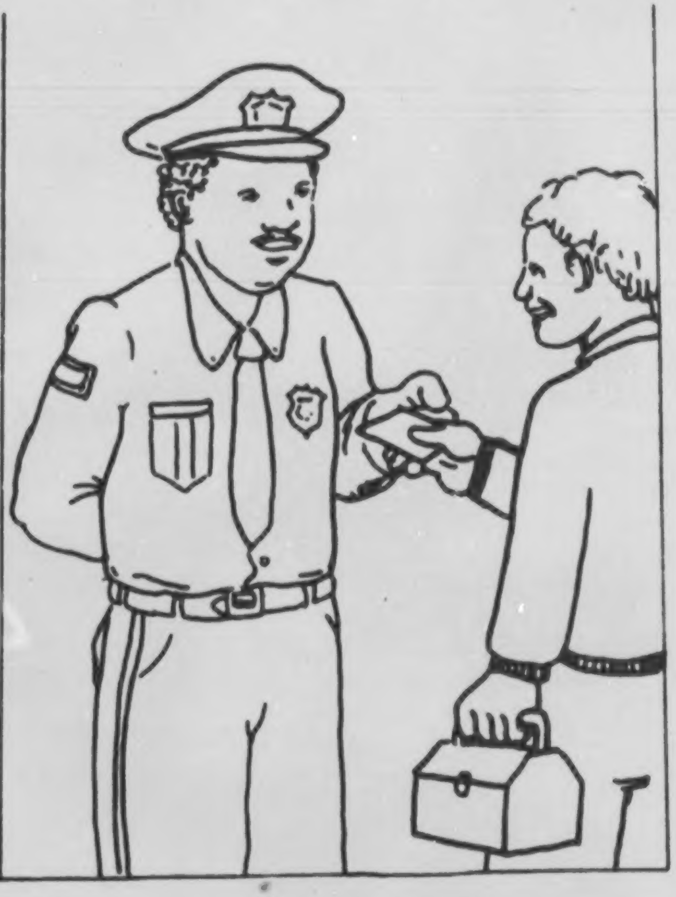

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TOPIC: Keeping Busy During Slow Periods

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T assigns each S a task, purposely giving heavier work loads to some. T observes Ss unobtrusively and watches for those who finish first and waits for those who finish last.

T asks Ss why some took longer than others, directing discussion to have Ss discover that difference in work loads is the reason.

T asks Ss how the job could have been finished sooner. Ss should realize at end of discussion that, when finished ahead of others, they should seek supervisor's direction and help those who have not yet completed their tasks.

T asks Ss to explain why a worker gets paid, directing discussion to reveal phrases about importance of being as productive as possible and of doing a good job. T then asks Ss what a worker should do when finished with an assigned task.

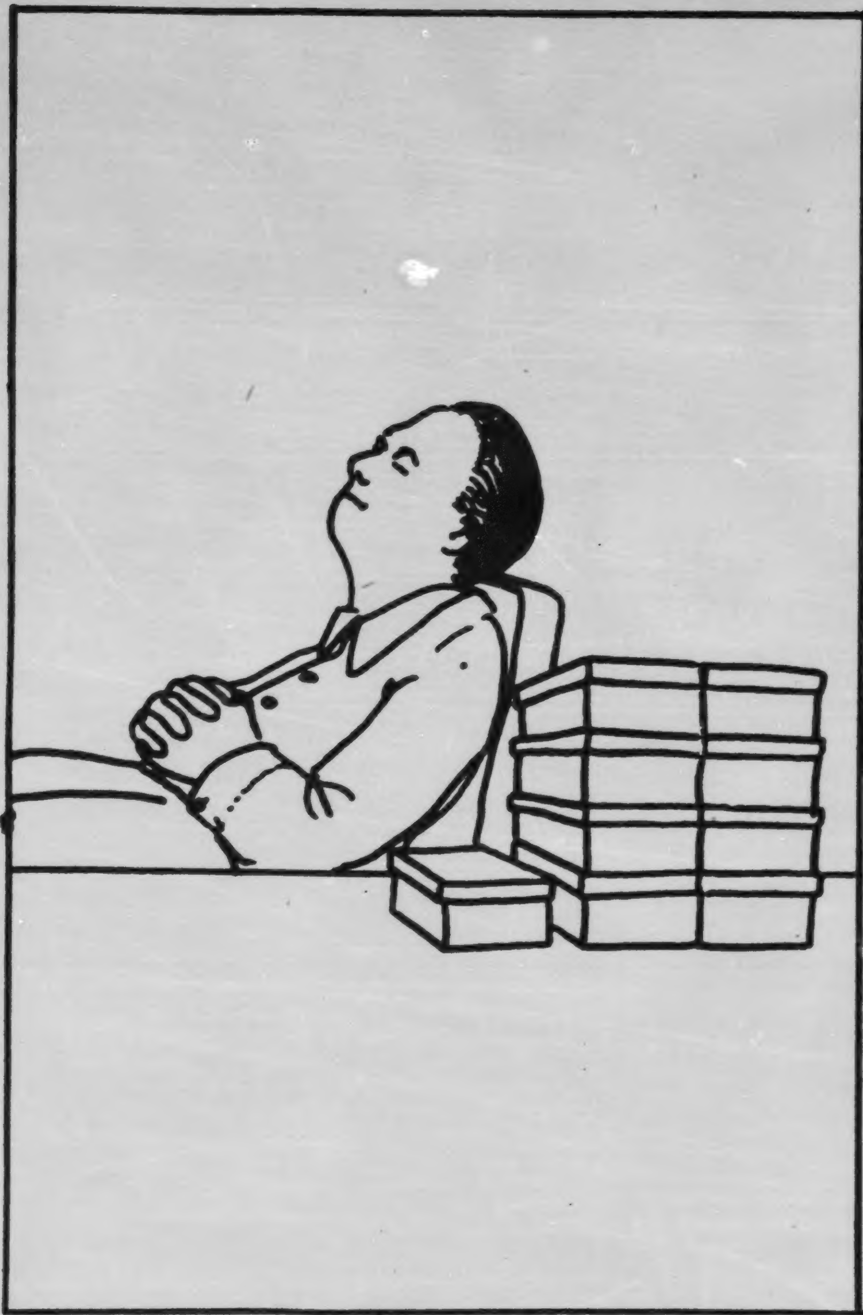
T elicits from Ss the information that worker should report to supervisor for a new assignment. Also, worker can ask permission to help co-worker who has heavier work load.

T outlines simple work situation, comparing busy, cooperative worker with one who is idle, and asks Ss which one will be employed longer.

T repeats learning sequence by randomly assigning unequal tasks, by observing Ss behavior and by having Ss discuss their feelings and thoughts about keeping busy during slow periods.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) keep busy, (2) ask supervisor for additional work after finishing assigned task, and (3) assist others.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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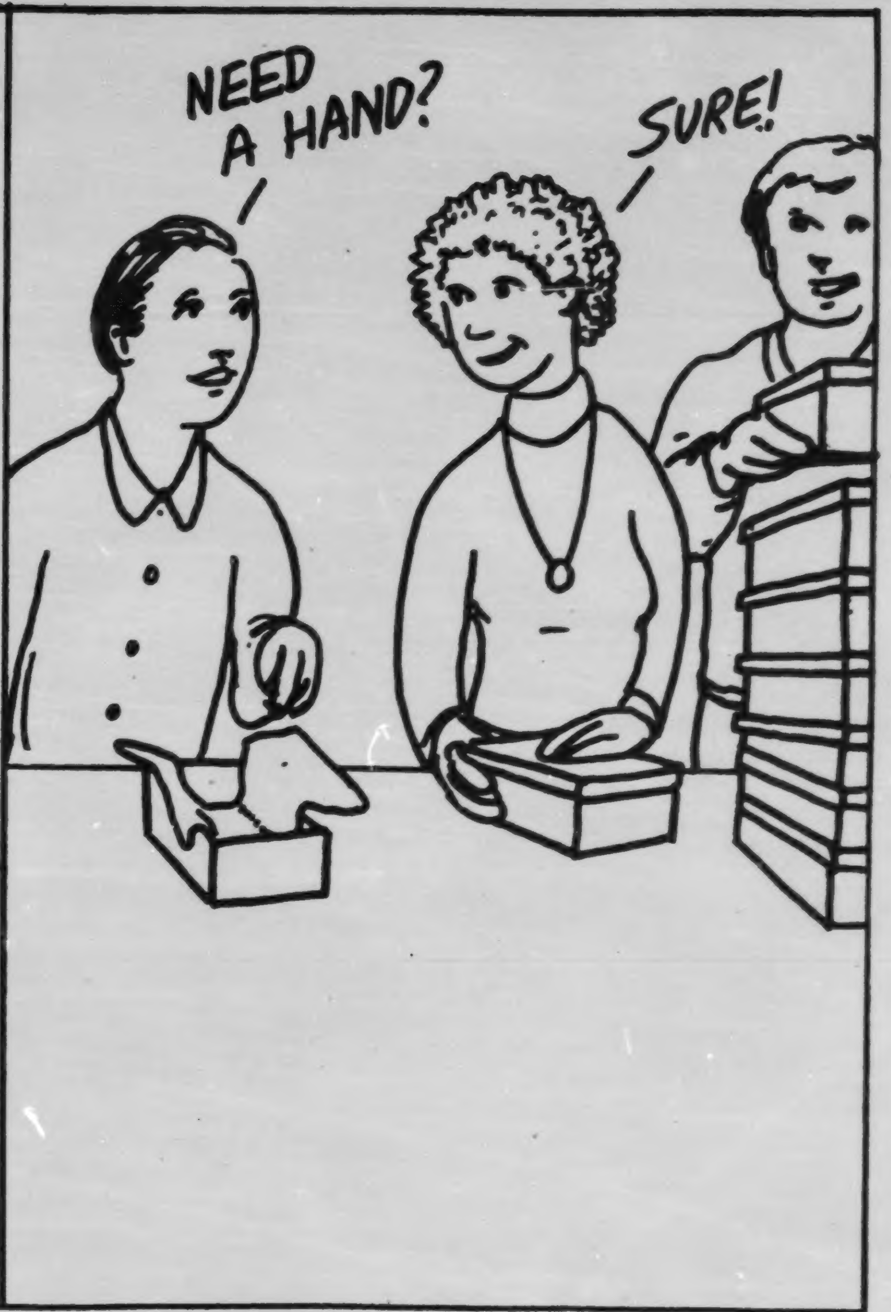
NEED A HAND?
SURE!

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TOPIC: Punctuality

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows picture of people at work in a given trade. Ss identify activities.

T asks Ss why people work and encourages Ss during discussion to develop definition of a "working day."

T, comparing school hours to a working day, talks of importance of arriving punctually at school and after taking classroom breaks or lunch breaks, and asks for comparison between class hours and hours on a job.

T asks Ss to relate why it is important for workers to arrive on time, directing discussion to such words as "dependability," "good worker," "cooperation."

Role Play #1: T, with three Ss (S1, S2, S3), sets up simple task, requiring each S to do his share. T, after a short time, suggests that S2 leave activity. S1 and S3 must then complete task.

T asks class how others are affected by a tardy or frequently absent worker. T directs discussion in order that Ss understand that two workers must work harder to complete task assigned to three.

T questions class as to why when there is less work to do, one worker will retain his job while another will be fired.

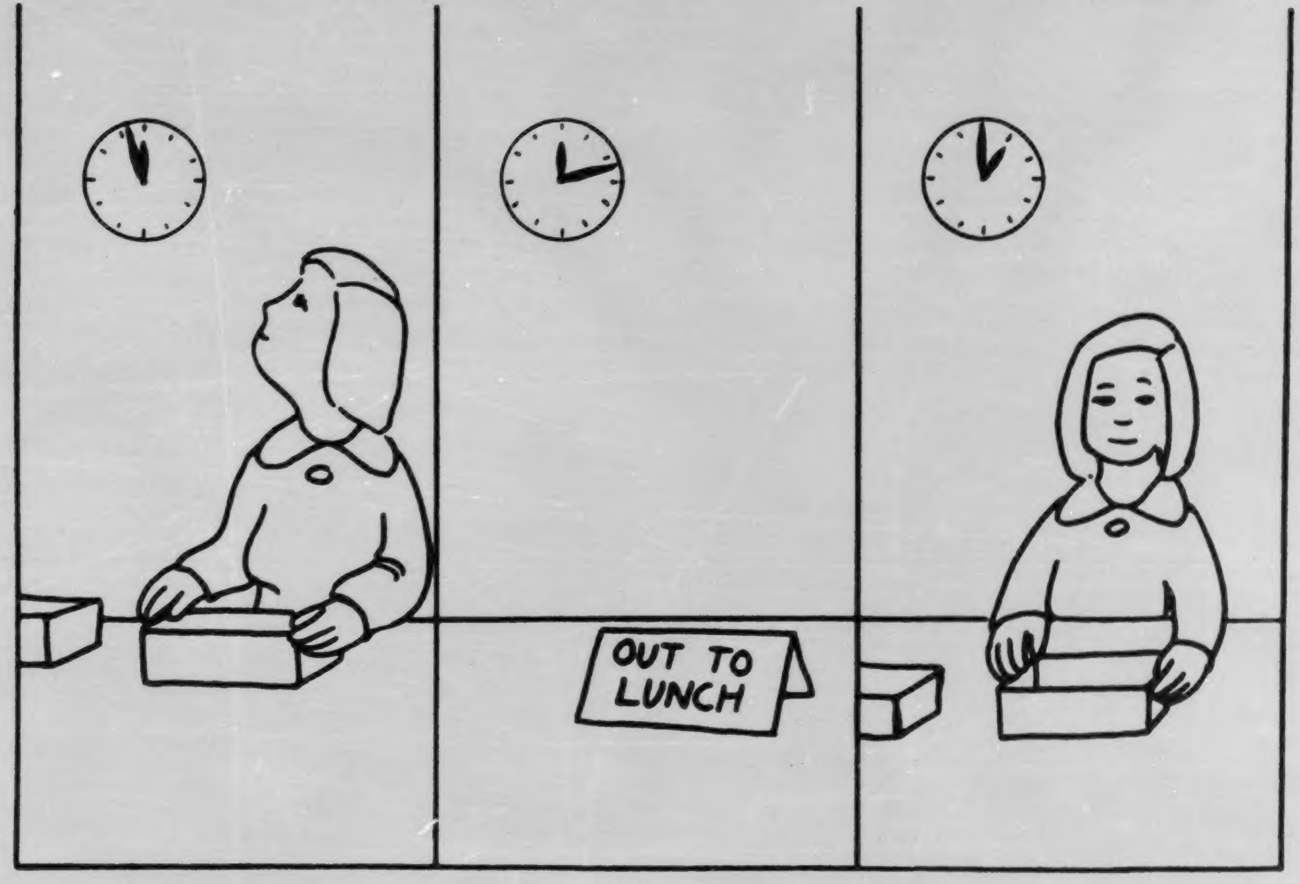
T asks class about what a worker should do when he must be absent or will be late getting to work. T elicits from Ss remarks about importance of telephoning company.

Role Play #2: T, using teletrainer unit and assigning a S to each role, sets up the following situation: worker calls in and explains why he will be late or absent; supervisor asks how late worker will be or when he will be able to return to work. T suggests proper phrasing and repeats exercise. Ss take turns playing different roles.

TOPIC: Punctuality (cont.)

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) arrive on time, (2) return from breaks on time, (3) return from lunch on time, (4) return from assigned tasks without wasting time, and (5) call in when sick or late.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



TOPIC: Relationship with Co-workers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T performs a three-part task, illustrating and emphasizing relationship of each part to whole task.

T initiates a discussion of Ss' experience with team work.

T assigns three-part task to three Ss (S1, S2, S3). T instructs S1 to complete only his part of task. Task passes to S2, and then to S3. Remainder of class observes.

T, when assignment is completed, initiates discussion among observers to evoke reaction of team to such terms as "blame," "tattle," "sulkiness." T corrects as reactions occur.

T demonstrates correct way in which team should work, performing S1's part for a short time, then S2's and then S3's.

Ss repeat routine until cooperation occurs.

T explains to Ss necessity of performing individually assigned tasks, regardless of co-worker's assignment.

Three Ss are assigned separate functions: T observes reactions as one S finishes before others.

T, when task is completed, initiates discussion among class to elicit comments about S's behavior--who finished first, second or third. T observes individual's reaction to discussion and corrects as necessary.

T stresses necessity of performing each assigned task industriously, without unnecessary conversation. T also impresses upon Ss the need to report to supervisor when finished.

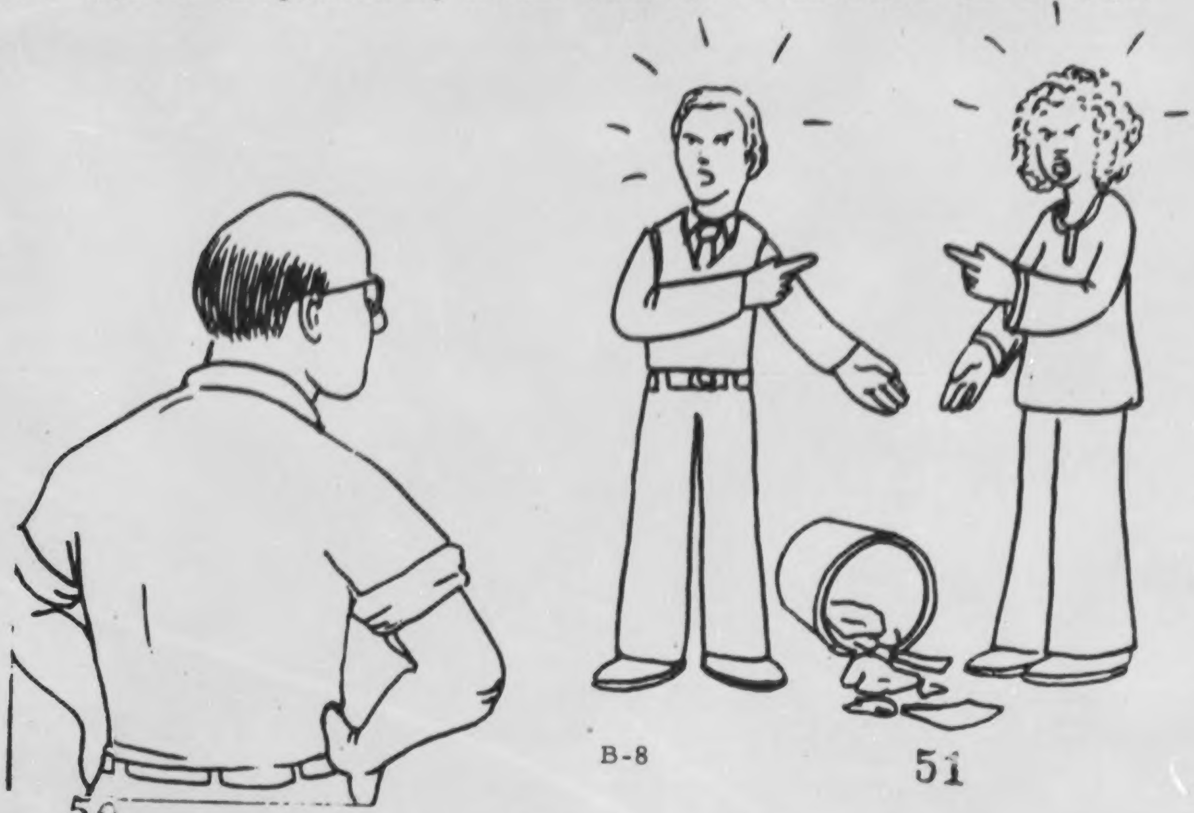
TOPIC: Relationship with Co-workers (cont.) JOB-REQUIRED BEHAVIORS

T instructs Ss how to communicate and behave with co-workers in work situation. T encourages Ss to participate in role playing. T observes and corrects Ss' performances.

T encourages Ss to suggest how to communicate and cooperate in interpersonal relationships.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work (1) individually and (2) cooperatively in a team as directed, (3) without excessive talking, and (4) without sulking, blaming or tattling.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



TOPIC: Relationship with Customers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits pictures of occupational situations which depict relationship of customers to salesperson, or customers to other service personnel. T asks for identification of roles in each picture and elicits definition of the term "customer" from Ss.

T evokes information from Ss regarding customers' needs, function of worker serving customers, and manner in which worker provides service.

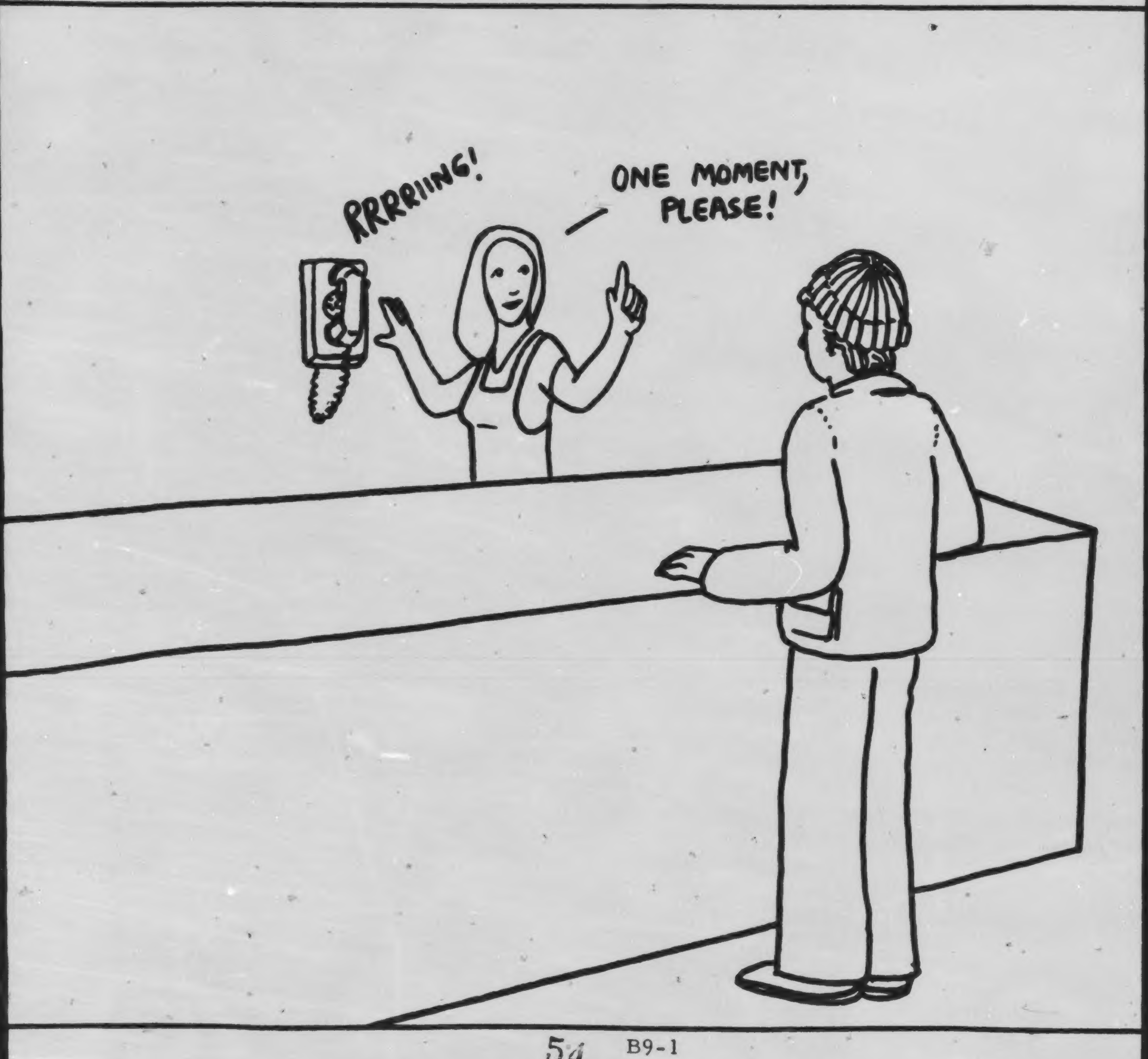
T directs discussion to point out that a business cannot proper unless customers purchase services or goods. Ss, during discussion, also perceive why customers prefer one place to another.

Role Play #1: T asks Ss to role play service personnel, while T plays customer. Remainder of class observes. Suggestions for improvement of service are solicited by T from Ss and corrections are made. T reverses roles: T becomes service person and Ss take roles of customers. Finally, Ss play both customer and worker role.

T discusses with Ss how service personnel should greet customers, answer their questions, direct them to other service workers, or ask them to wait.

Role Play #2: T and Ss role play a situation in which the customer comes into the store and asks a clerk for "Mr. Jones," the manager. The customer is told to wait a few minutes and is asked to sit down. T plays clerk and S plays customer. Remainder of class observes. The role is replayed by all the Ss. After each role play, T discusses and criticizes with class participants' performance of target behavior.

In further discussions, Ss perceive that correct telephone manners play an important role in sound customer and service personnel relations.


PRRRIING!
ONE MOMENT, PLEASE!

TOPIC: Relationship with Customers (cont.)

T assigns Ss to a work station from which Ss must assist entering customers. T, after observing Ss' performances, determines which role play to choose for further learning and practice situations.

Role Play #3: Using teletrainer unit, T outlines a simple activity, such as a customer calling for information. Ss act out situation, using proper greetings or responding as required. T stresses importance of articulate speech and mature behavior. T rotates exercise so that all Ss have a chance to participate.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) greet a customer, (2) identify his needs, (3) assist him as required, or (4) refer him to another service worker.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Relationship with Supervisors

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T outlines simple work situation in which classroom is used as work setting. T assigns a pair of Ss to each work station. T plays role of supervisor, Ss play workers. Remainder of class observes.

T elicits from Ss definitions of "supervisor's" and "worker's" roles and relationship.

T repeats role play with each pair of Ss.

Role Play #2: T, as supervisor, assigns short-term, separate tasks to first pair of Ss. Class observes workers' responses and actions.

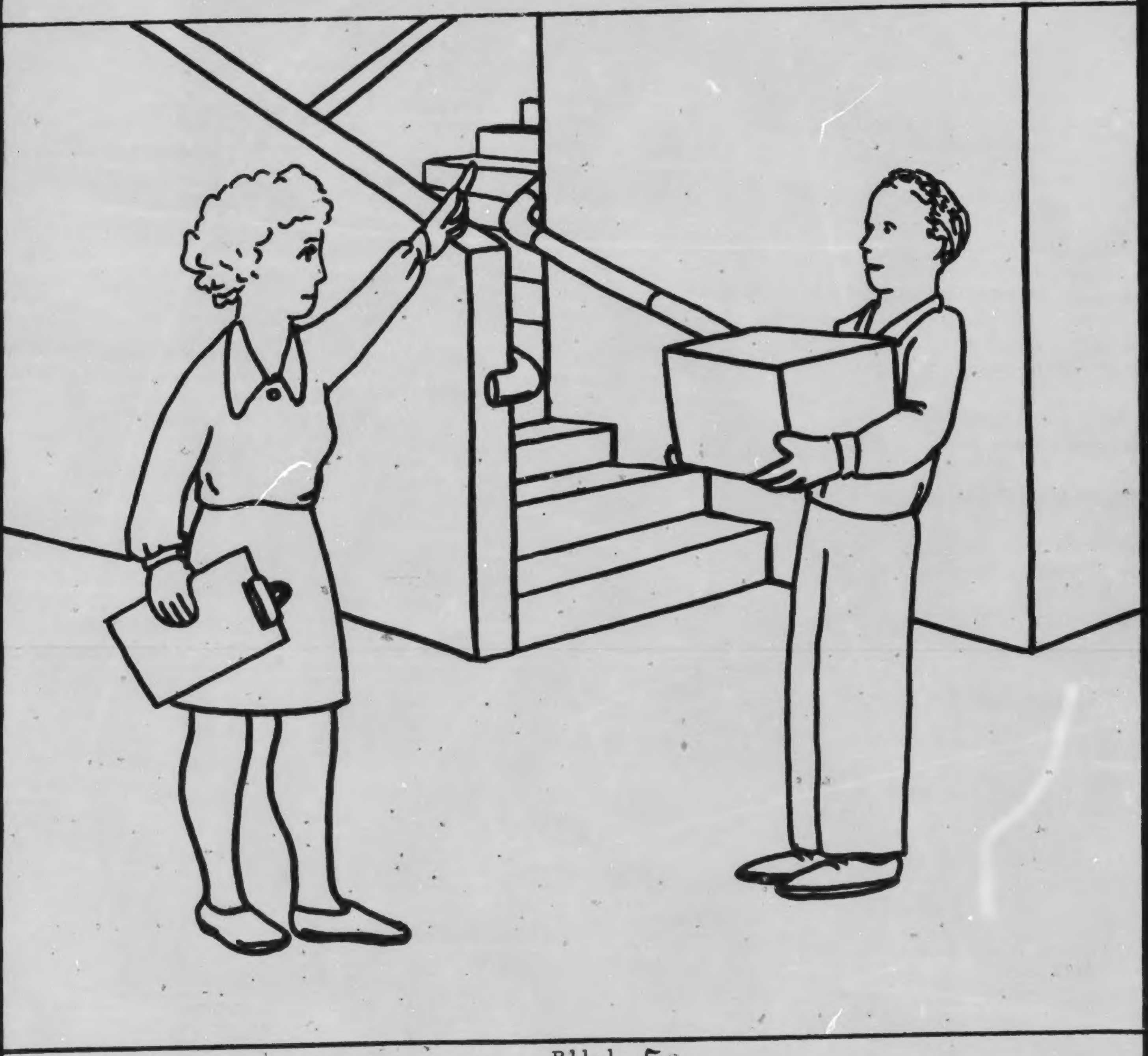
T praises good work, asks for suggestions from class to correct workers' reactions and responses to supervisor's instructions.

T elicits following suggestions from class about what worker should do when:

- he doesn't know how to perform an assigned task
- he doesn't know whether supervisor may be interrupted to answer employee's question; T should emphasize correct process used
- he needs help and supervisor is absent
- he advises supervisor that task has been completed

T and Ss review and discuss all steps.

Lesson is repeated with two different Ss playing workers until all Ss have played role of worker.



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Lesson is then repeated with another S playing role of supervisor.

T leads discussion of supervisor's and worker's roles and relationship.

Role play is repeated until each S has played supervisor.

T assigns short-term tasks to Ss, giving them specific instructions as to procedure. T makes notes on all Ss' performance in terms of target behaviors.

T leads Ss in discussion of how well they thought they approached target behavior and clarifies any misperceptions S may have.

T reinforces S's use of target behavior.

T repeats previous learning sequence by reassigning tasks and by discussing Ss' perception of roles until they regularly demonstrate target behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) accept supervision, (2) follow instructions, (3) work steadily until assignment is completed, and then (4) report to person in charge.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Reporting to Supervisor or Person in Charge

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss a film which depicts a worker and supervisor relationship.

T elicits Ss' responses to film and determines whether Ss clearly understand worker and supervisor relationship.

T questions Ss about the behavior that will be expected of them when they are employed. T directs discussion to have Ss remark upon necessity of reporting to supervisor or person in charge as directed (1) after having been hired, (2) when coming to work, (3) after punching time card, and (4) while awaiting supervisor.

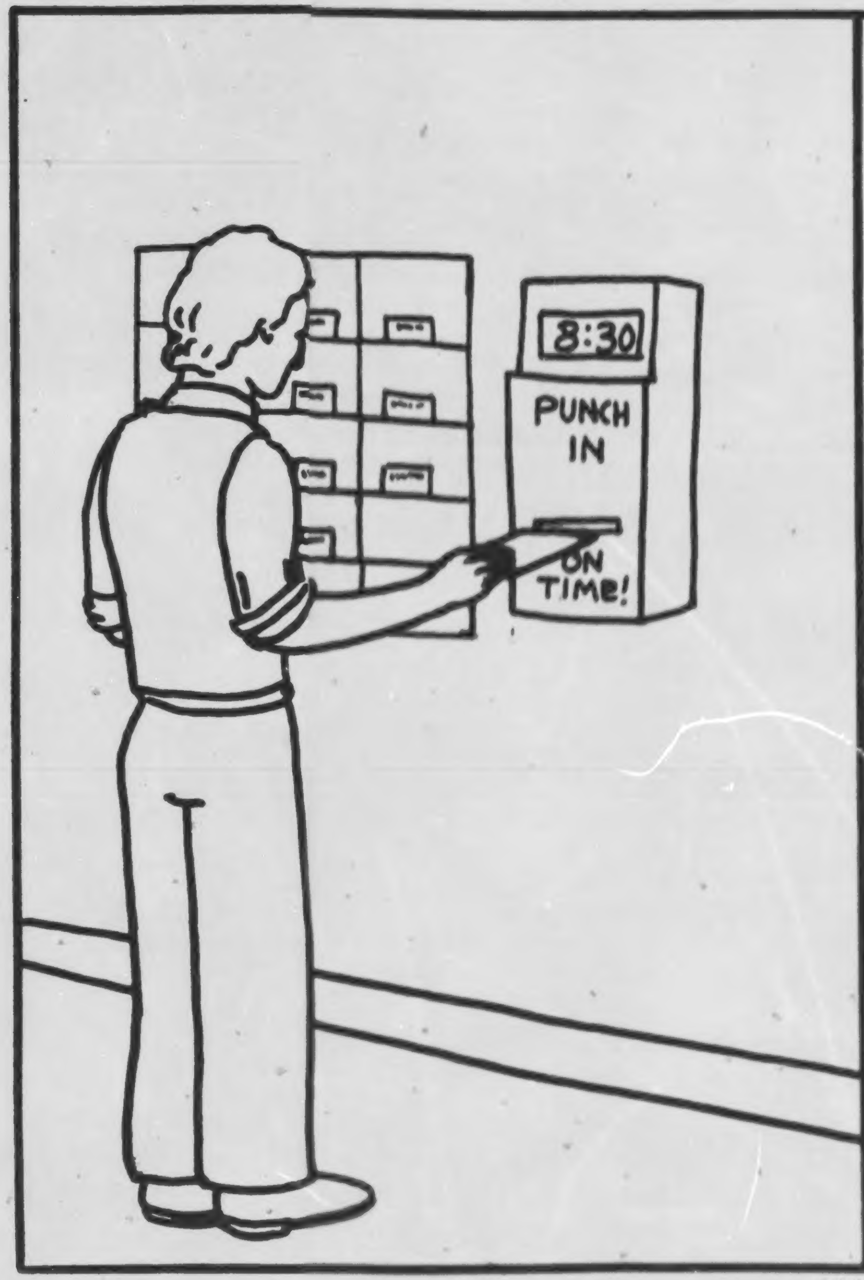
T discusses with Ss what worker should do when he has finished his assigned task. S responds either True or False:

- ask supervisor whether there is additional work to do
- question co-worker whether there is additional work to do
- ask to share co-worker's work
- tell other co-workers what to do

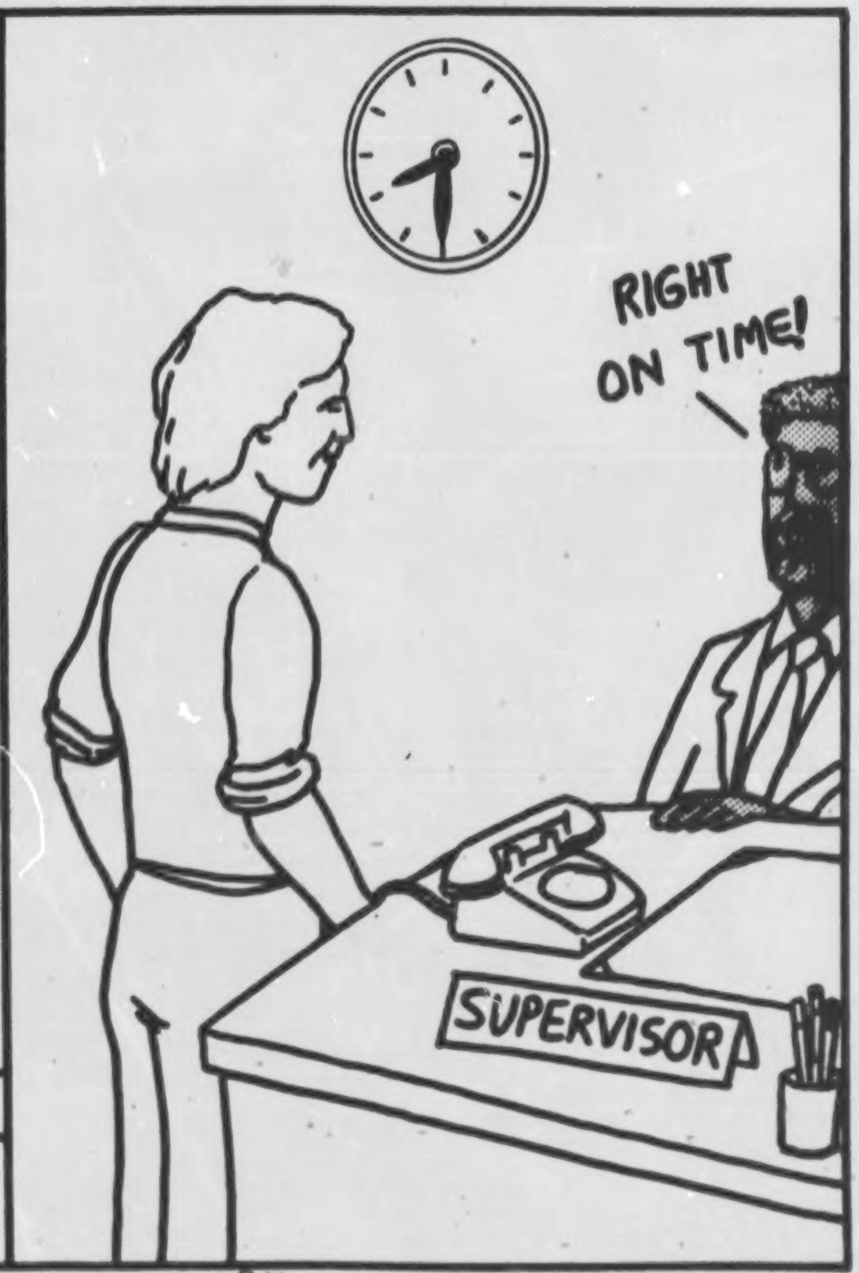
T evaluates answers, seeking each S's understanding of his own sense of responsibility and of his decision making ability. T then clarifies, if necessary, and stresses that S should not report to persons other than his immediate supervisor.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) report only to supervisor or person in charge, (2) upon arrival, (3) after completing assigned task, and then (4) await supervisor at work station.

Note: T will evaluate periodically whether S continues to manifest these behaviors.


8:30
PUNCH IN
ON TIME!

64


RIGHT ON TIME!
SUPERVISOR

65

TOPIC: Riding in Elevators

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T demonstrates how to step into elevator, avoid tripping, move to back of car, turn around to face front and leave. T stresses safety factors: making sure before boarding that doors are completely open, that car is level with floor outside, and that all passengers who are getting off have done so.

Ss take turns stepping into elevator, following instructions on where and how to stand.

With all Ss facing front in elevator, T demonstrates how to push buttons for floor selection.

Ss, one at a time, call out floor numbers and push buttons according to instruction.

T demonstrates to Ss how to leave car, stressing safety factors: waiting until door is completely open and car is level with floor before leaving elevator.

Ss take turns calling out floor numbers and push buttons according to instructions. When elevator arrives at given floor, Ss leave safely.

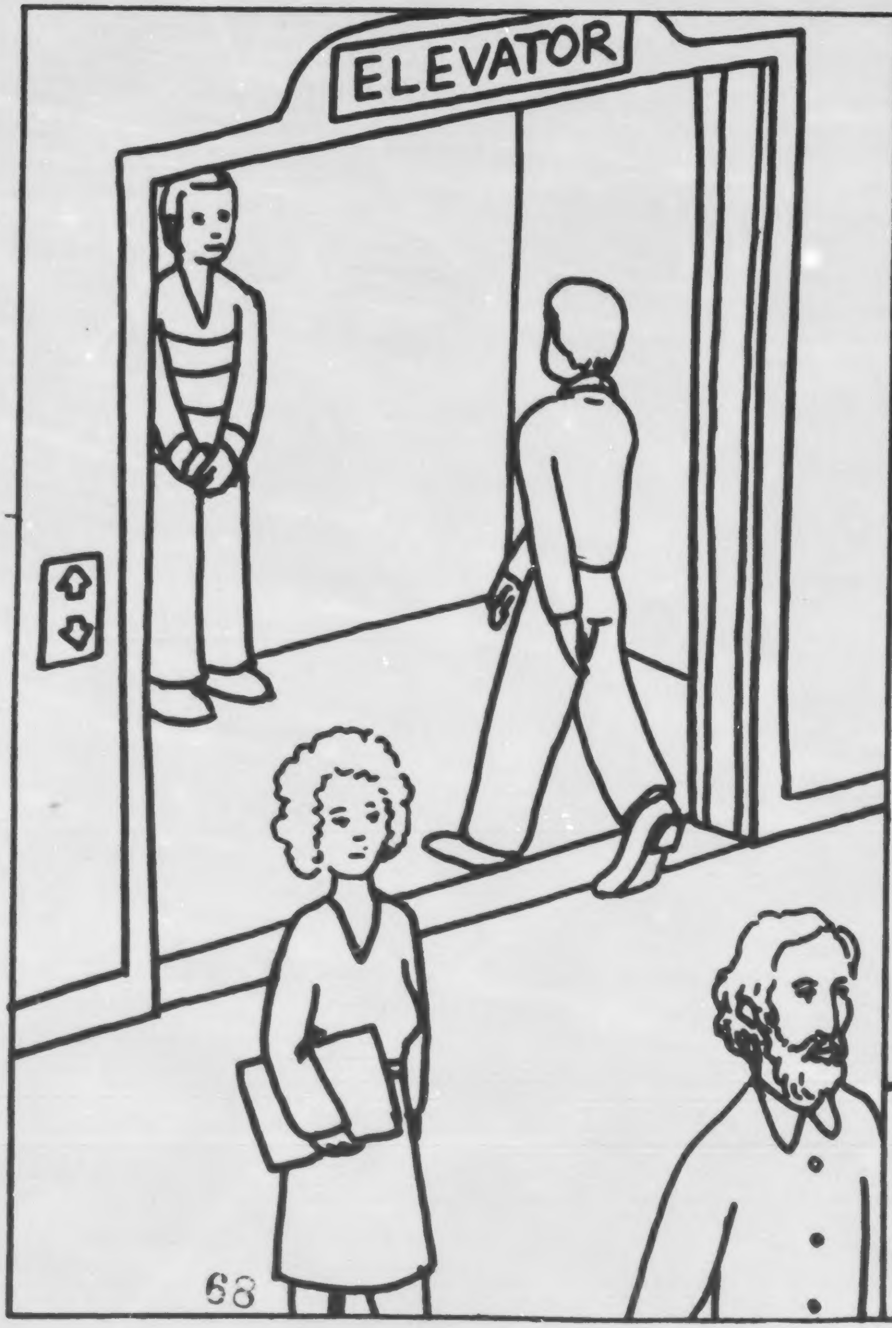
T demonstrates to Ss how to inform elevator operator of floor to which they wish to go.

Ss practice informing the operator or T, who acts as operator, of desired floor.

T instructs Ss how to ride freight elevators, stressing that, for safety reasons, touching freight carried in elevator should be avoided.

PERFORMANCE OBJECTIVE: After completing this topic, S, without supervision, will be able to (1) board elevator safely, (2) press button correctly or inform operator of desired floor, (3) leave elevator and (4) ride without touching freight or passengers.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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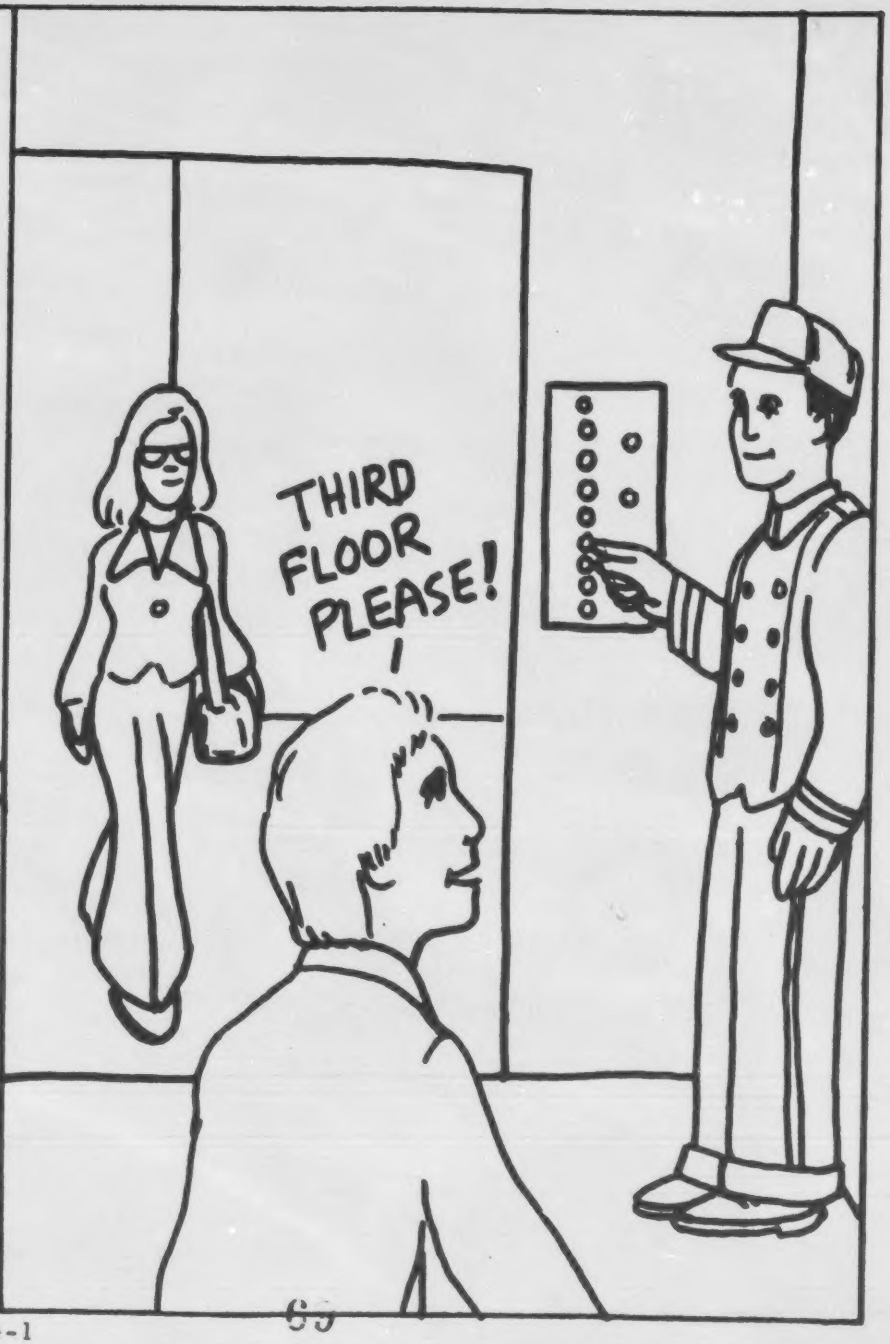
THIRD FLOOR PLEASE!

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TOPIC: Riding on Escalators

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T points out difference of UP and DOWN escalators to Ss. With escalator in stationary position, T asks T's assistant to demonstrate how to step on escalator, onto rail, slide foot onto step and remain on one step until it is time to get off.

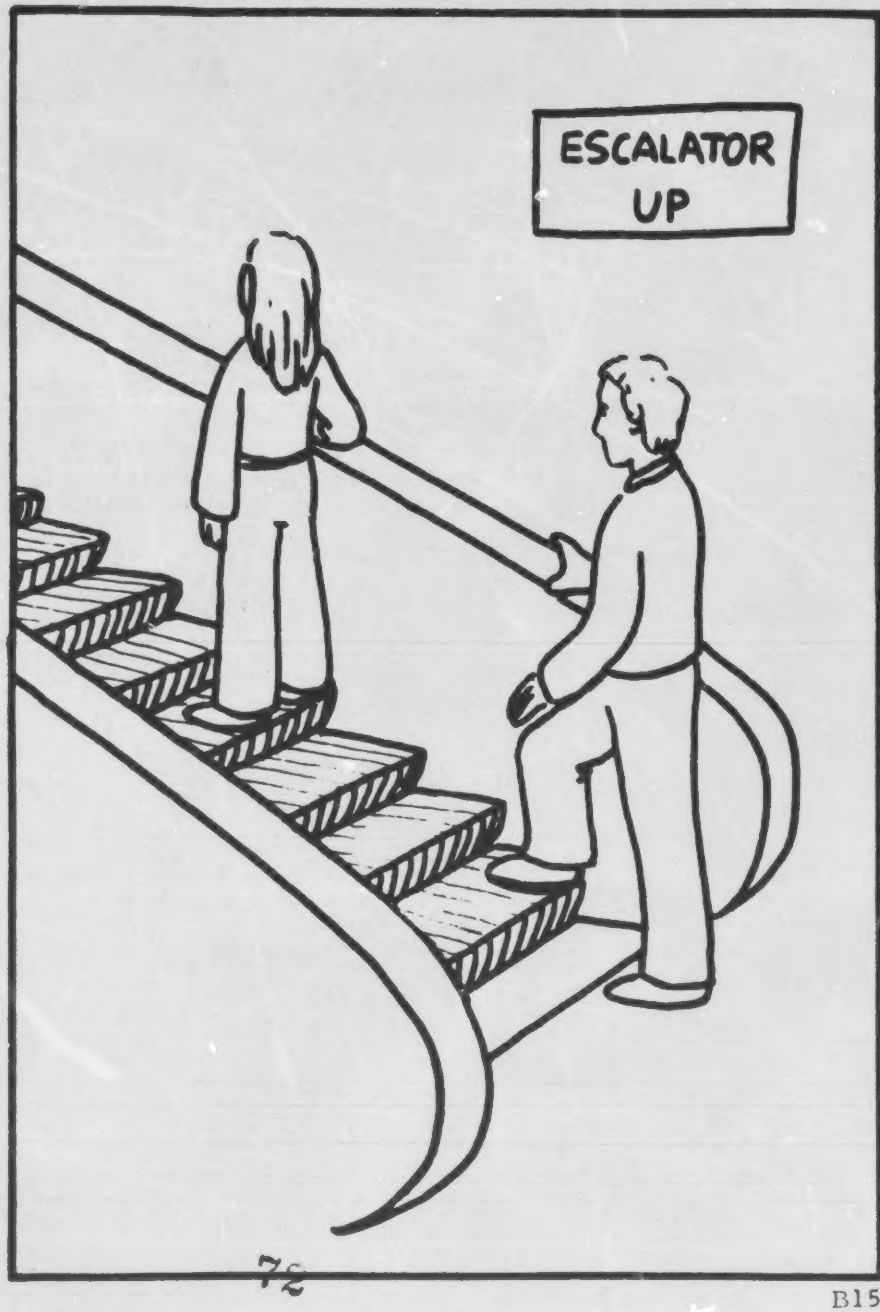
With Ss taking turns, T accompanies each S, in turn, onto escalator, stands in front of S, steps off escalator ahead of S, turns around and watches carefully as S steps off escalator. T escorts each S on DOWN escalator and returns to starting position. T's assistant remains with other Ss.

T goes to top of UP escalator, while T's assistant remains at bottom. S volunteers take turns, riding escalator alone to top. When all Ss have made trip, T moves with Ss to top of escalator and each S makes return trip alone.

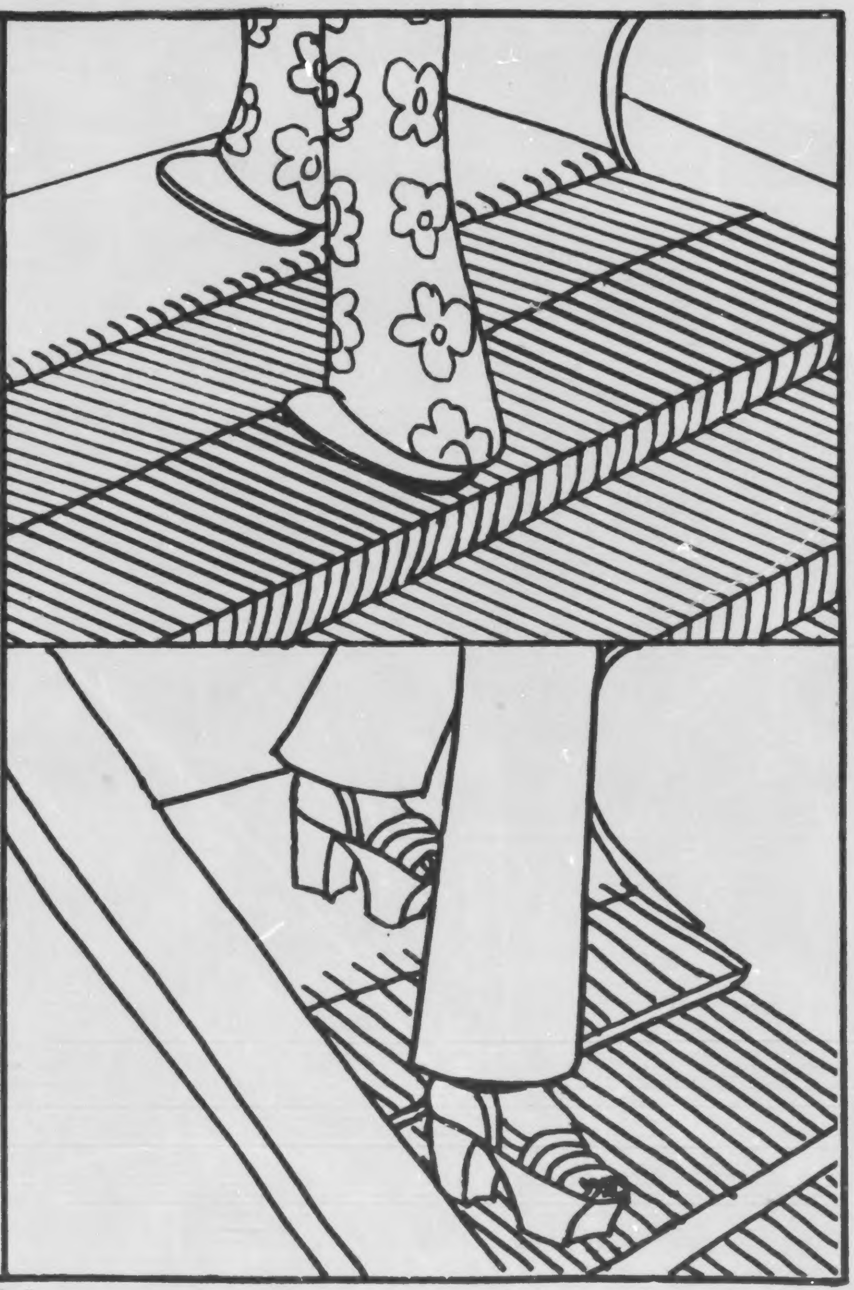
T discusses such safety aspects as standing still and avoiding horseplay when riding on escalators.

PERFORMANCE OBJECTIVES: After completing this topic, S will be able to (1) board, (2) ride, and (3) leave an escalator safely and unsupervised.

Note: T will evaluate periodically whether S continues to manifest these behaviors.


ESCALATOR
UP

72



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TOPIC: Sitting or Standing for Long Periods of Time

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits pictures of workers sitting or standing while performing their tasks: assembly line workers, sewing machine operators, cashiers. T directs discussion of difficulty of standing or sitting for extended periods of time. T further compares advantage of wearing comfortable clothing vs. restrictive clothing.

T asks Ss for suggestions on how to alleviate strain while working. T directs conversation to point out that worker cannot leave his place at will, but must remain at the assigned task.

S sits in chair at table placed in front of classroom, so that other Ss can obtain a side view. T instructs S to slouch, then to straighten spine and sit erect, with base of back supported by back of chair. T instructs S to relax shoulders and keep forearms on table. T explains to class during demonstration how slouching affects the spine. T instructs S to relax while sitting, to breathe through nose, exhale through mouth.

Each S in turn performs sitting exercise above.

T repeats demonstration with S standing in front of classroom. T requests S to slouch while putting weight on one foot. T then asks S to stand straight, weight balanced evenly on both feet, shoulders and head relaxed.

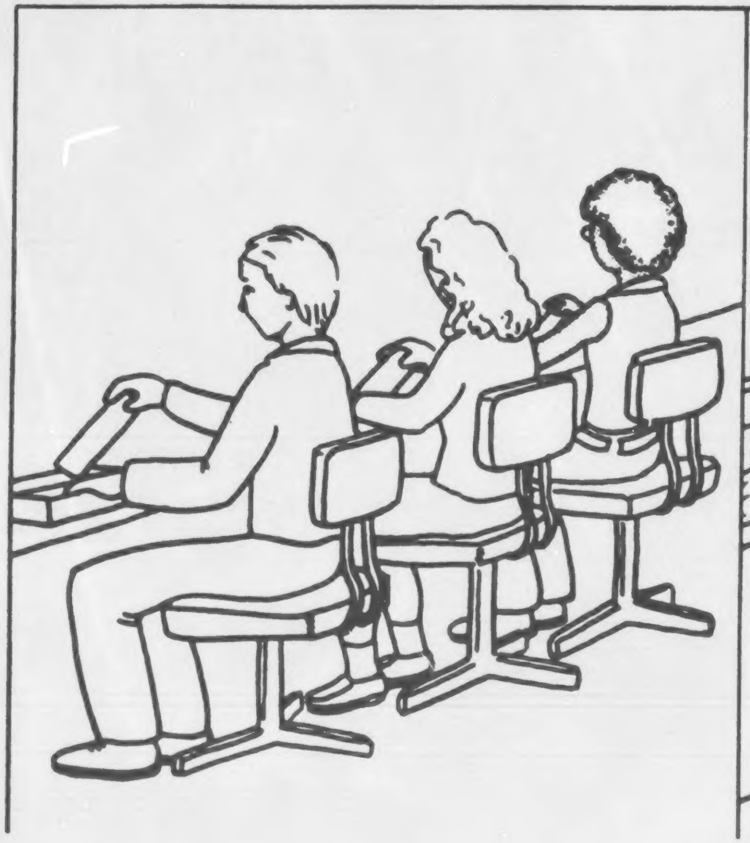
Each S in turn performs standing exercise above.

T asks Ss when it would be permissible to leave assigned tasks, eliciting from Ss the response that breaks, and periods when bathroom facilities have to be used, are an acceptable time. T initiates and directs discussion so that Ss become aware that fidgeting is unacceptable and that it would be wise to walk about for a few minutes during breaks.

TOPIC: Sitting or Standing for Long Periods of Time (cont.) JOB-REQUIRED BEHAVIORS

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) sit and (2) stand correctly (3) without fidgeting and (4) remain at assigned task until given permission to leave. S also relaxes (5) by doing breathing exercises.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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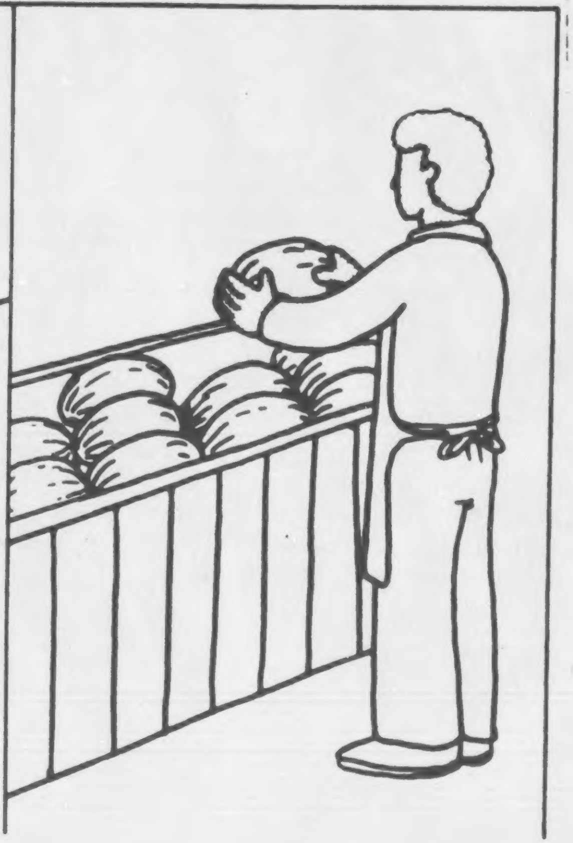

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TOPIC: Stooping or Kneeling for Long Periods of Time

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T initiates discussion to elicit from Ss knowledge of correct standing, sitting or kneeling posture.

T demonstrates correct way to pick object from floor by squatting, picking up item and standing straight.

T asks Ss to repeat demonstration.

T stresses that weight should be distributed evenly on balls of feet. T handles prepared materials, stressing straight back position. T rises to a standing position, flexes each leg slightly and raises both arms in an upward stretch position to pull out muscles in shoulders and vertebrae.

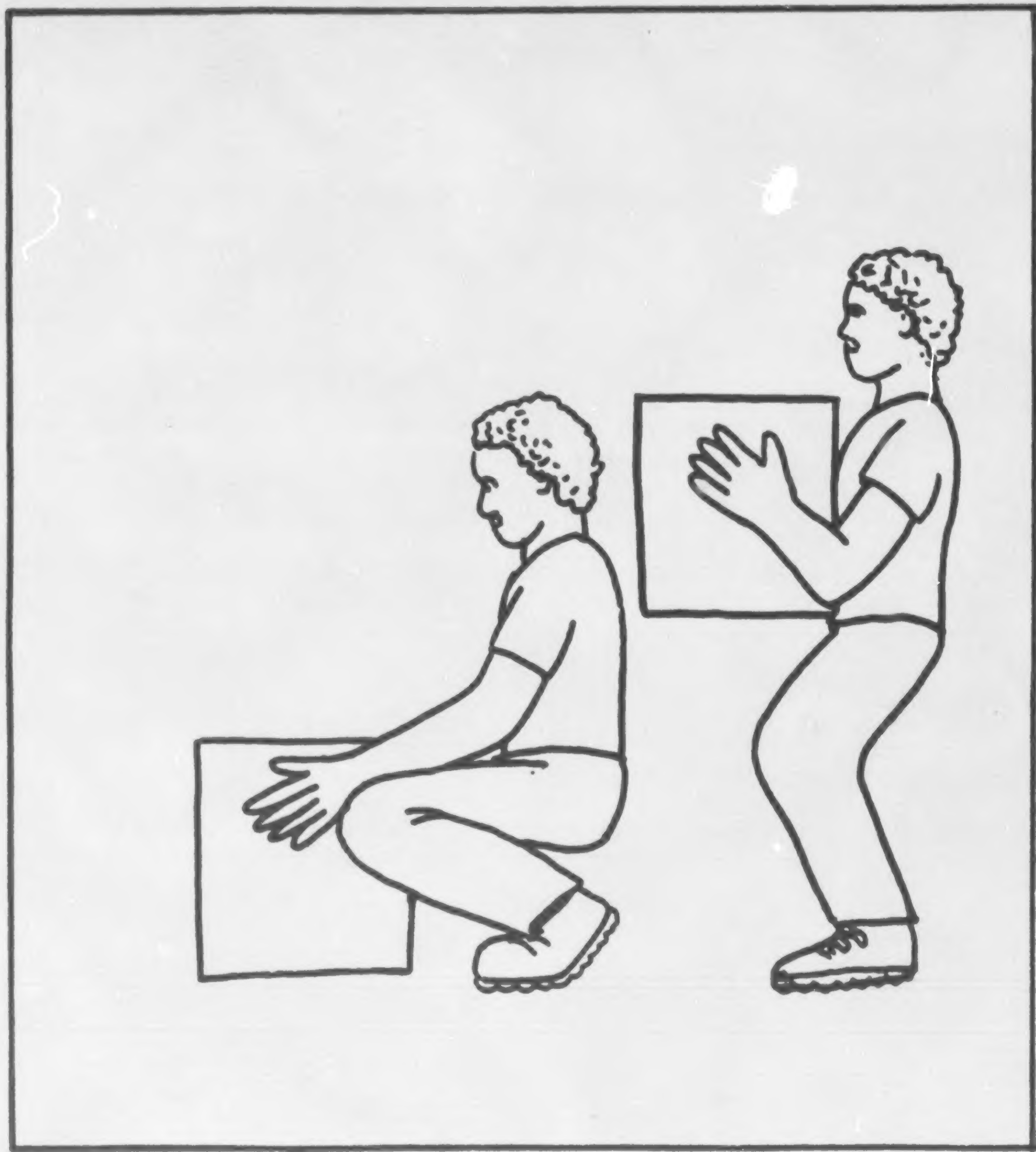
T asks to repeat demonstration.

T drops to kneeling position and works with prepared materials for a length of time while talking to Ss. T leans back on heels to change position. T rises to standing position, using same relaxation exercise outlined above.

T asks Ss to repeat demonstration.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to perform acceptably a job which requires (1) stooping or (2) kneeling for extended periods.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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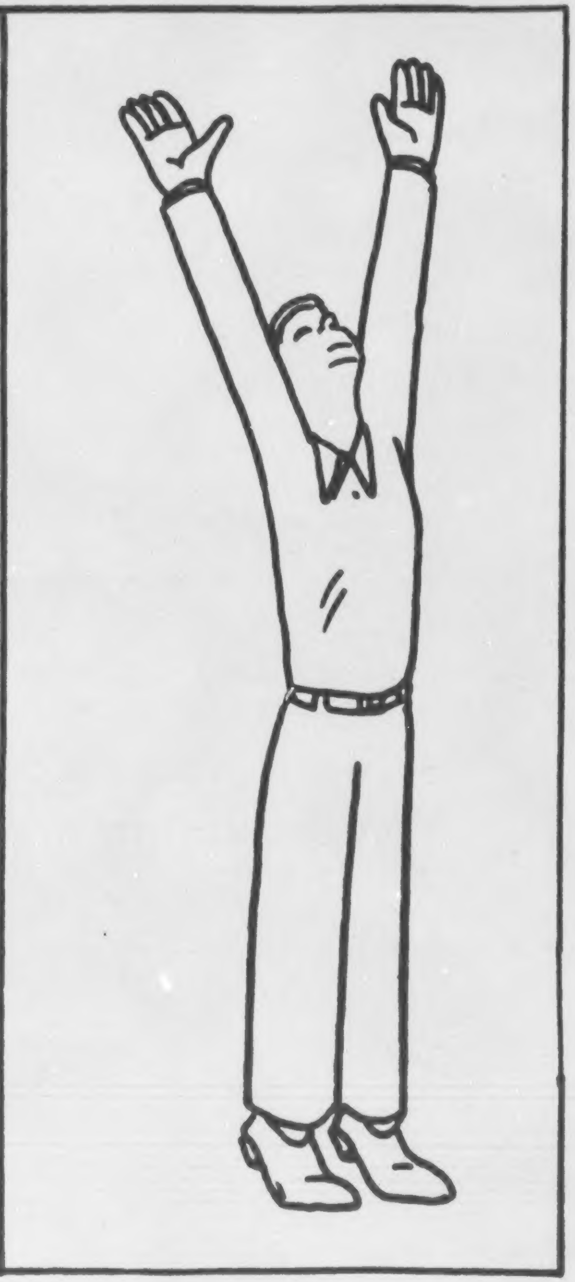

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TOPIC: Working Above One's Head

SUGGESTED INSTRUCTIONAL ACTIVITIES:

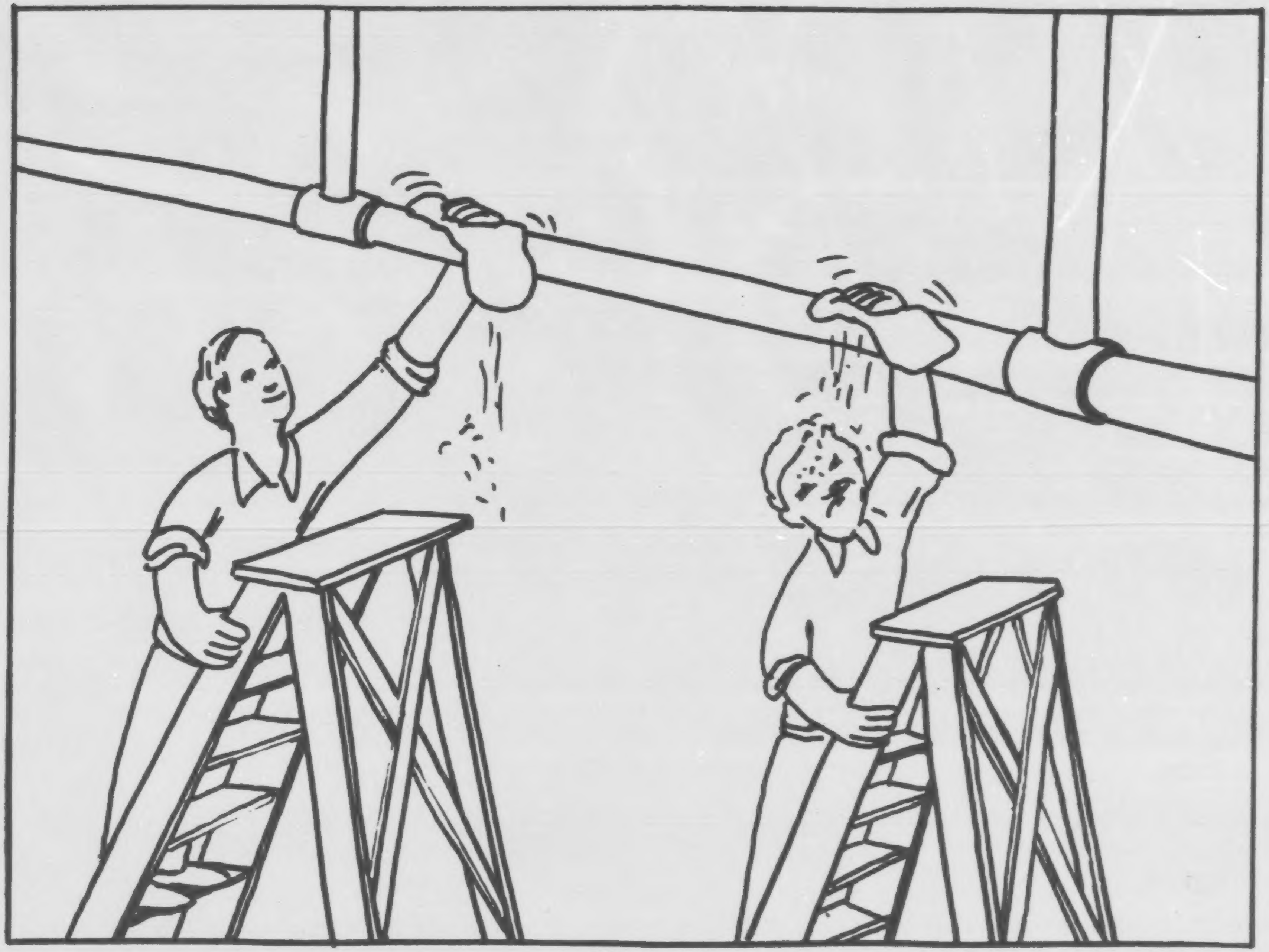
T discusses the many jobs in a place of employment which require working above one's head. T explains that usually a stepladder is used, which has to be balanced carefully to prevent person from falling. Jobs such as handling and cleaning lighting fixtures require special care so that fixture does not fall or break. Overhead dusting requires a ladder, which should be placed in a position so that the dust does not fall on person's face or head.

T sets up stepladder a few feet from overhead work area and proceeds to dust ceilings and overhead grates with a long-handled duster and vacuum with hose extension. Standing on stepladder, T carefully removes, then cleans and reinstalls, a fluorescent tube and two incandescent light globes. T stresses that face should be protected at all times.

S completes several tasks, using care in working above his head as instructed.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to perform acceptably at a job which requires working above one's head.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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TOPIC: Working Alone

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T focuses with Ss upon the meaning of the words "independent" and "responsible" so that these words become the central point of lesson.

After discussion, Ss are asked how they think they would act independently on a job. T also asks Ss' definition of the word "responsible."

T assigns each S a given task in the classroom. Each S performs his job independently, unsupervised and unguided by T, but T quietly observes activities.

After lab session, T reviews completed work with Ss. Ss who did not complete assigned task are asked for reasons: daydreaming, hindering others, talking and leaving the work station are stressed as activities which interfere with work.

T then asks Ss what would happen if a job for an employer were not finished. T reviews meaning of the words "independent" and "responsible."

T reassigns Ss to tasks, stressing emphatically the need to stay with a job and finish it. At next lab session, T again observes Ss' behavior.

T leads discussion of Ss' work activities and how well Ss thought they were behaving in terms of independence and responsibility. T reinforces and clarifies their perception.

T repeats previous learning sequence of assigning tasks and having Ss discuss their perceptions.

PERFORMANCE OBJECTIVE: After completing this topic S will be able to (1) work independently at a specific task, (2) complete it without supervision, (3) within a specified period of time.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss several pictures of young people working in crowded areas, e.g., stocking goods in a narrow supermarket aisle, cleaning a lunch counter during busy periods, moving a merchandise cart in a department store. T then directs the discussion toward the problem of working in crowded areas. T illustrates, referring to Ss' own experience with crowded situations, the need for caution when moving carts, backing up, turning around, moving suddenly and lifting things.

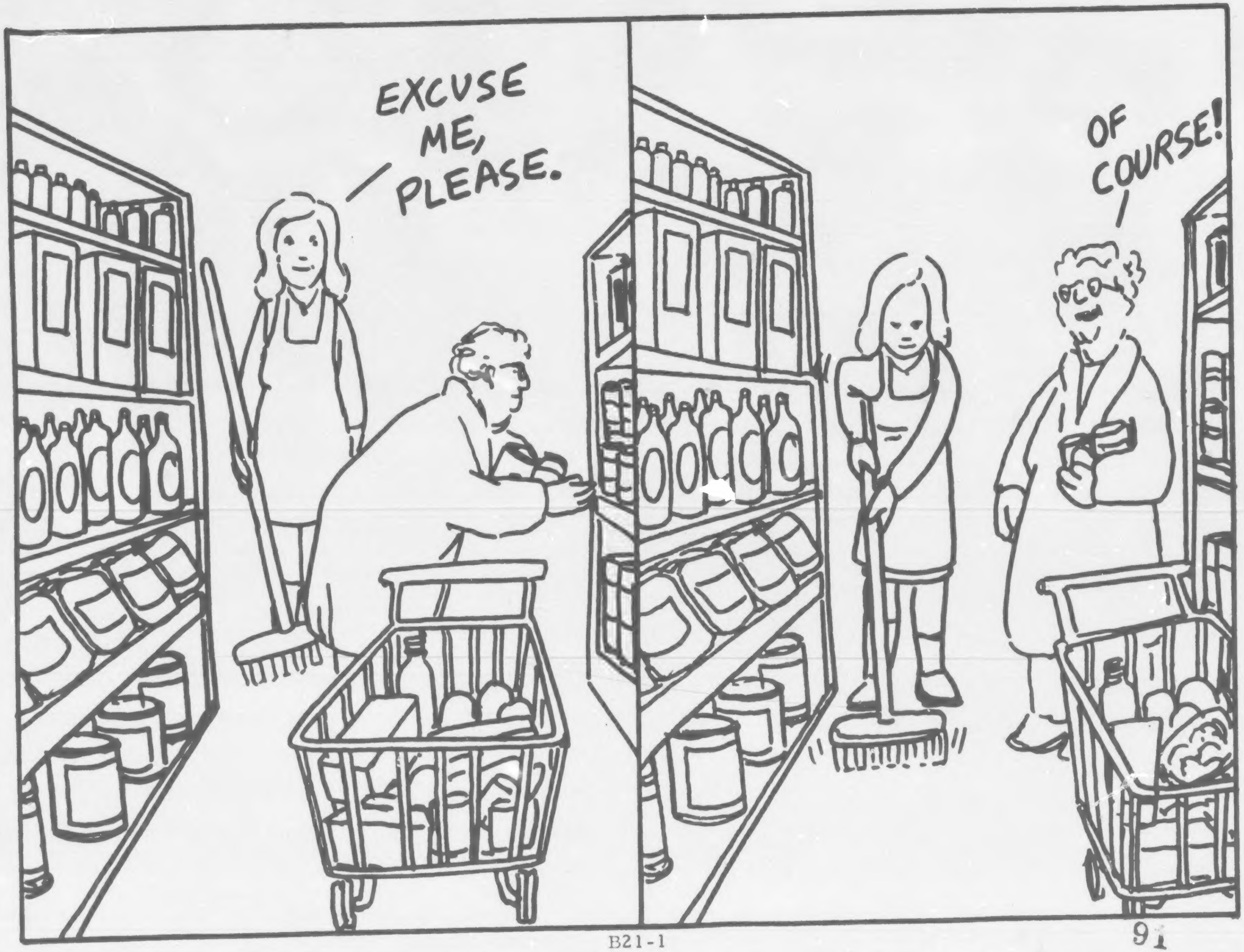
T shows Ss pictures of young people working in crowded areas, including several which show the workers handling tools and equipment in a manner which is hazardous to others. T asks Ss to identify the hazardous situations and to explain how a worker can do the job safely. T stresses the need for caution in handling or using tools when moving or turning around.

T stresses the importance of keeping the working area orderly and cleaning up as required when moving to different locations.

T arranges for each S to work in a crowded area and observe S's performance of the target behaviors. If required, T structures training situations in which S can further practice the desired behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work in a crowded area by (1) taking precautions not to endanger other workers or passers-by and (2) maintaining orderliness and neatness of work area.

Note: T will evaluate periodically whether S continues to manifest these behaviors.


EXCUSE ME, PLEASE.
OF COURSE!

TOPIC: Working in Loading Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits several pictures of young people working in different loading areas such as a department store, outdoor truck-loading platform, airport baggage room, supermarket stockroom conveyor belt and chute. Ss draw upon their own experience in discussing with teacher the hectic activities and hazards of these areas. T emphasizes the need to follow instructions and safety rules, to be aware of the whereabouts and actions of other workers, to be on the alert for moving objects and vehicles, and to avoid daydreaming.

T arranges for S to work in simulated or actual loading areas and observe S's performance of the target behaviors. If required, T structures training situations in which S can practice desired behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work in a loading area without endangering himself or others.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

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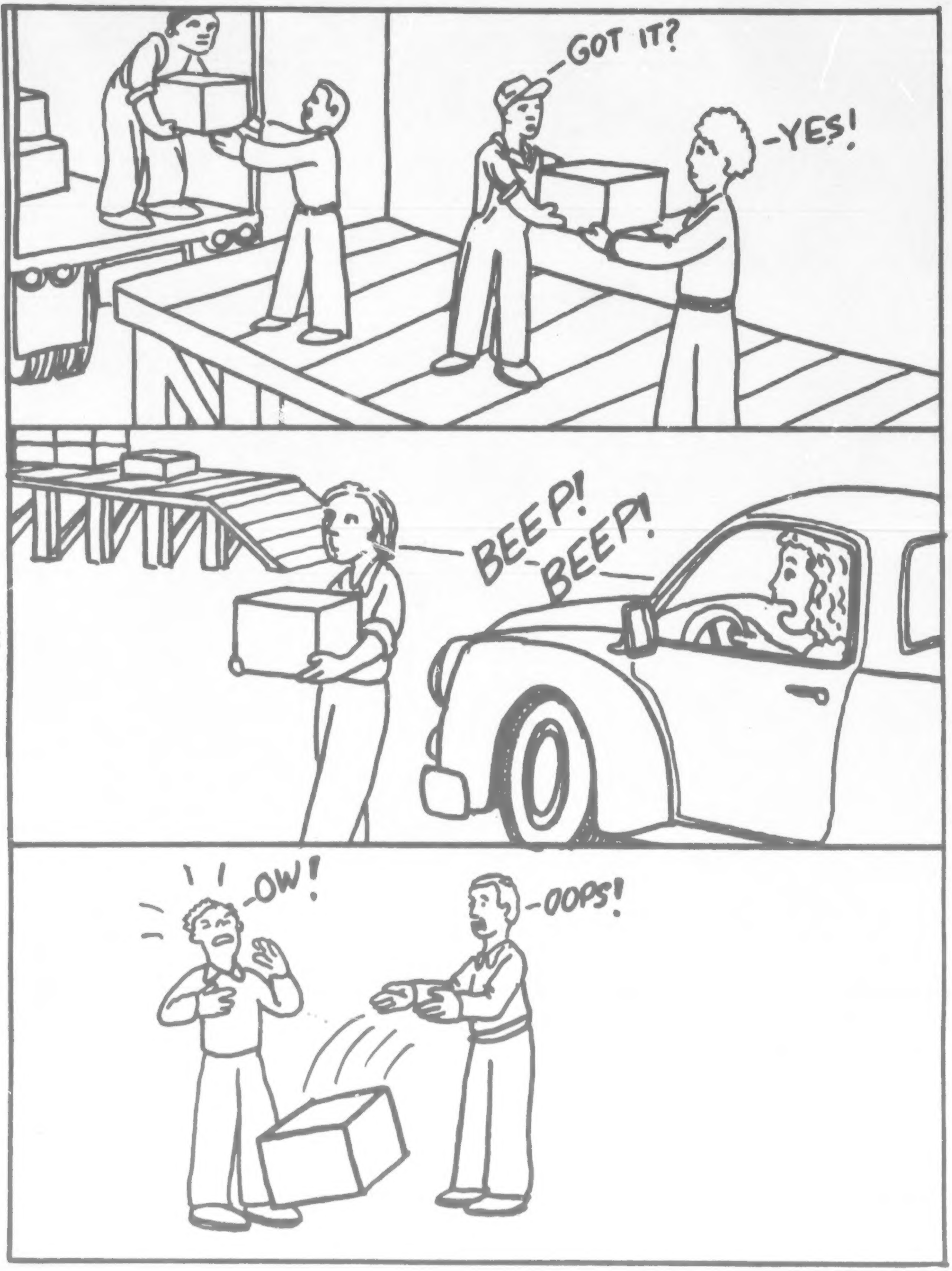
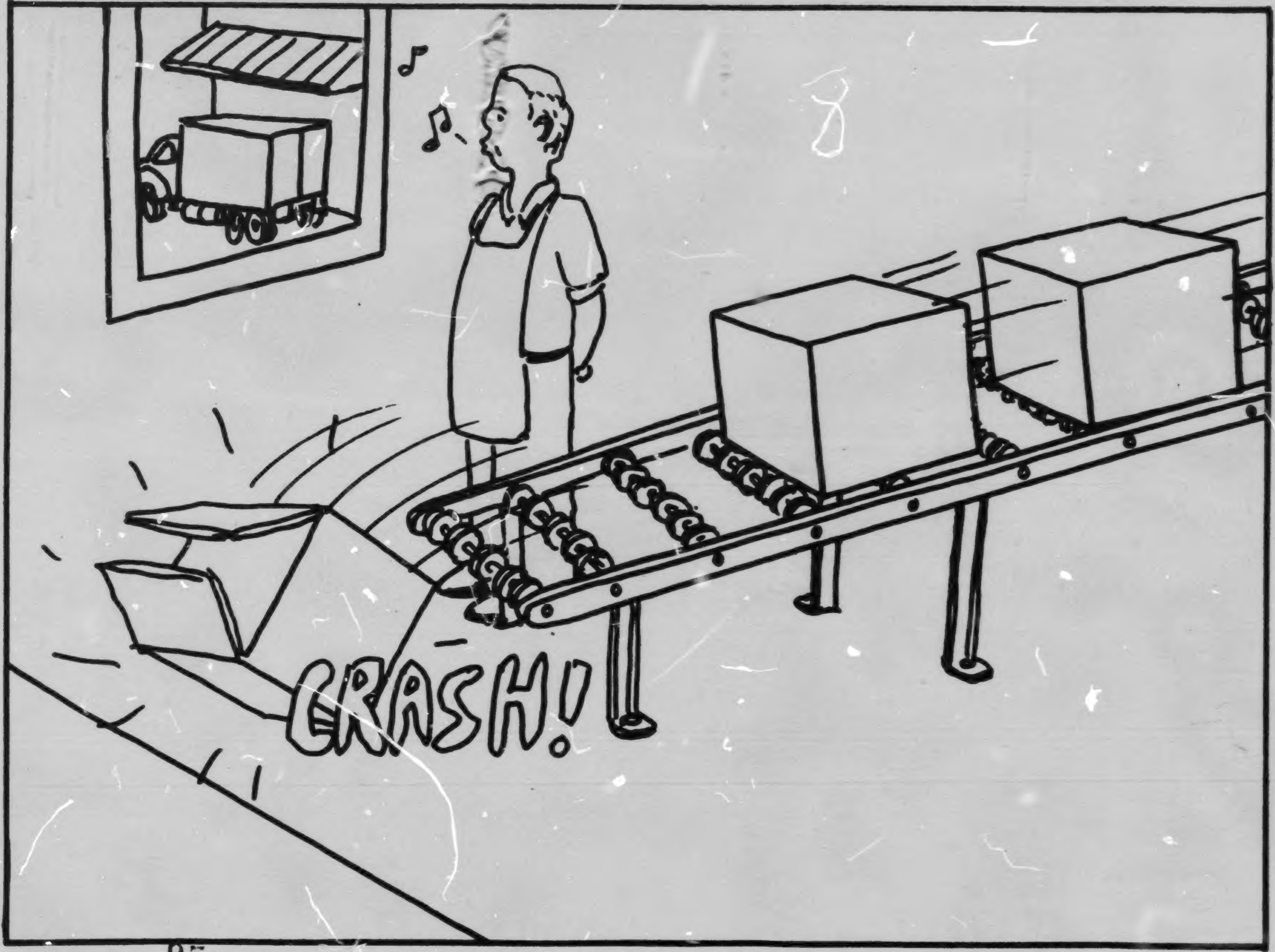

GOT IT?
YES!
BEEP! BEEP!
OW!
OOPS!



B22-2

TOPIC: Working in Public Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss several pictures of young people working in public areas with strangers walking by, e.g., sweeper on railroad platform, wrapper at cashier's desk in department store, stock clerk in supermarket. T then has class define the phrase "working in public." Ss become aware during discussion that workers should avoid being distracted by passersby.

T exhibits similar pictures: one of them shows a sweeper pointing towards the lavatory with the sign "Men," and another depicts a worker stepping aside for a person pushing a cart. T leads a discussion to differentiate between working in public and answering questions, giving directions, getting out of someone's way, and becoming distracted by passersby, talking spontaneously and neglecting the job.

Role Play #1: S plays a customer looking for candy and T plays a stock clerk in supermarket. T is overly friendly and talks about unrelated things, then tells customer where to find candy.

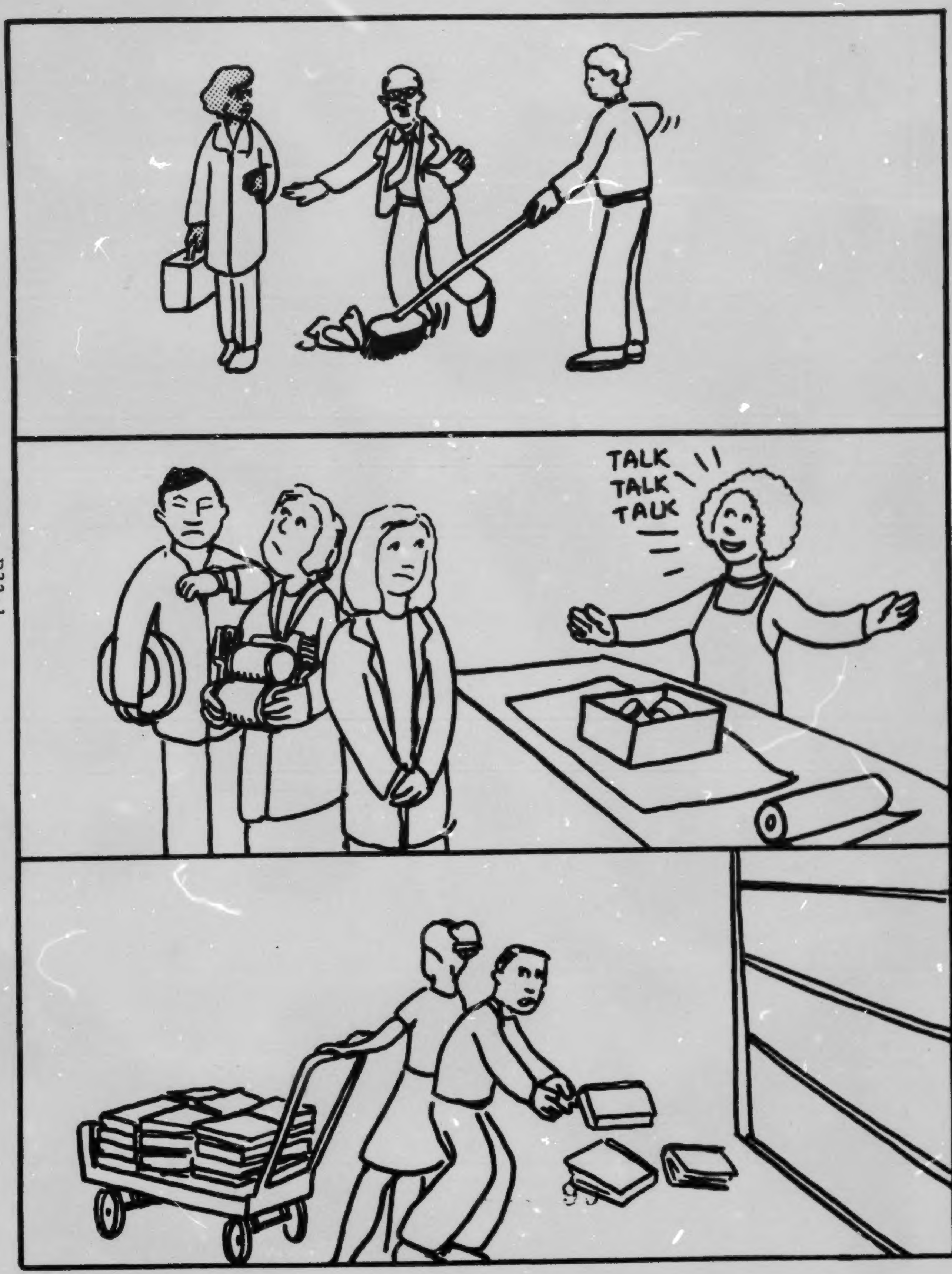
T asks class to react to situation and directs Ss to identify incorrect and suggested correct behavior.

Role Play #2: Role play #1 is replayed with T acting as customer and S acting as stock clerk. Role play is repeated with several Ss.

T asks Ss to compare the difference between social and working relationships. Ss should point out what while on the job they should not become involved with passersby or their activities except to answer pertinent questions.

T arranges for each S to work alone in contact with the public to observe his performance.

If required, T structures a role play, similar to role play #2, with the Ss who need further practice acting the role of the worker.


TALK
TALK
TALK

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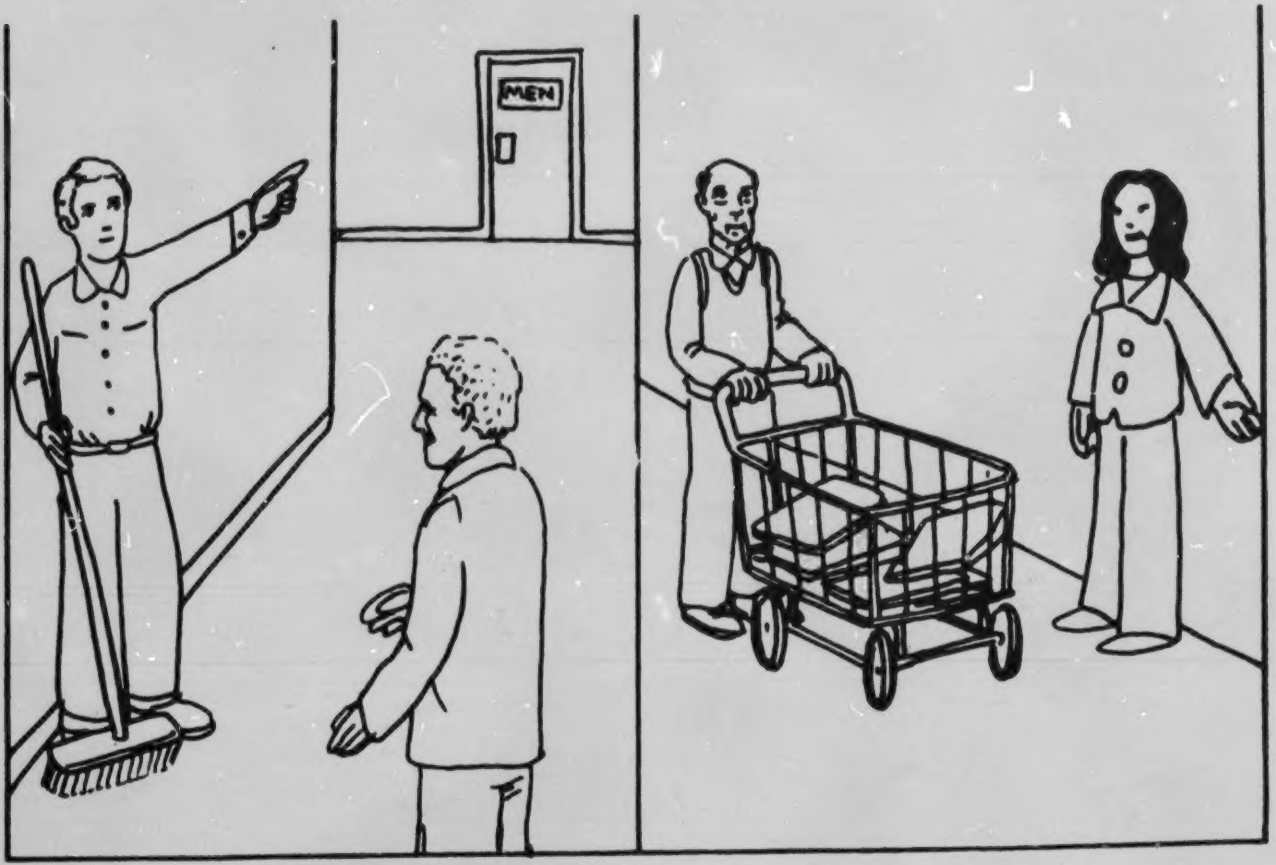
TOPIC: Working in Public Areas (cont.)

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) work continuously in public area without becoming involved with passersby or their activities, (2) answer questions when asked and return to work, and (3) step aside when necessary to avoid blocking traffic.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



TOPIC: Working Safely

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Before beginning discussion, T organizes three sets of pictures:

- Set #1 shows young workers correctly and safely performing jobs similar to Ss' jobs.
- Set #2 corresponds to set #1 but shows workers suffering consequences of ignoring safety, and
- Set #3 contains unidentical pictures, showing the consequences of workers ignoring safety factors.

T structures the discussion in the following sequence:

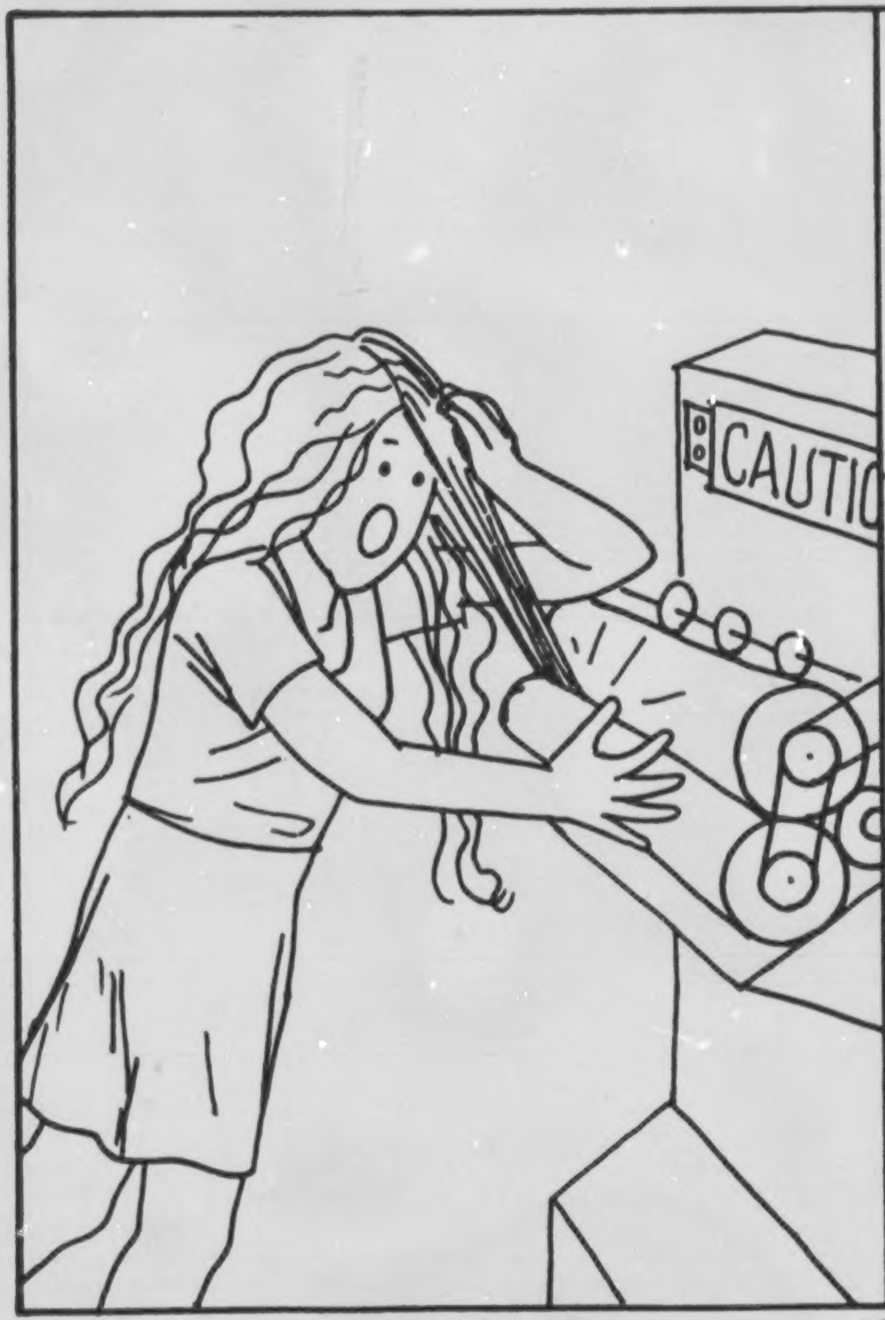
1. T exhibits a picture of the consequences of "not working safely" from set #2. T elicits comments from Ss and suggestions for working safely.

2. T shows the corresponding "working safely" picture from set #1 and guides the Ss to agreement that this is the better way to work.

3. T repeats step #1 and #2 above for at least two more pairs of pictures.

4. T shows a "working safely" picture from set #1 and a "working unsafely" picture from set #3, the two of which do not correspond. If a S makes a comment concerning the noncorrespondence of the pictures, T should use this as a lead to discuss that working safely is required on all jobs. If none of the Ss notes the noncorrespondence of the pictures, T should elicit such a comment from the group, then continue developing a discussion concerning the need to consider safety at all times. This discussion should emphasize that daydreaming, playing pranks, poking around, staring into space, rocking back and forth and such behaviors should be avoided.

T develops a game in which he mixes up sets #1 and #2. Ss first sort all pictures into "working safely" and "not working safely" groups, and then match the corresponding safe, unsafe work situations. T encourages Ss to determine which element of the picture shows an unsafe working condition.



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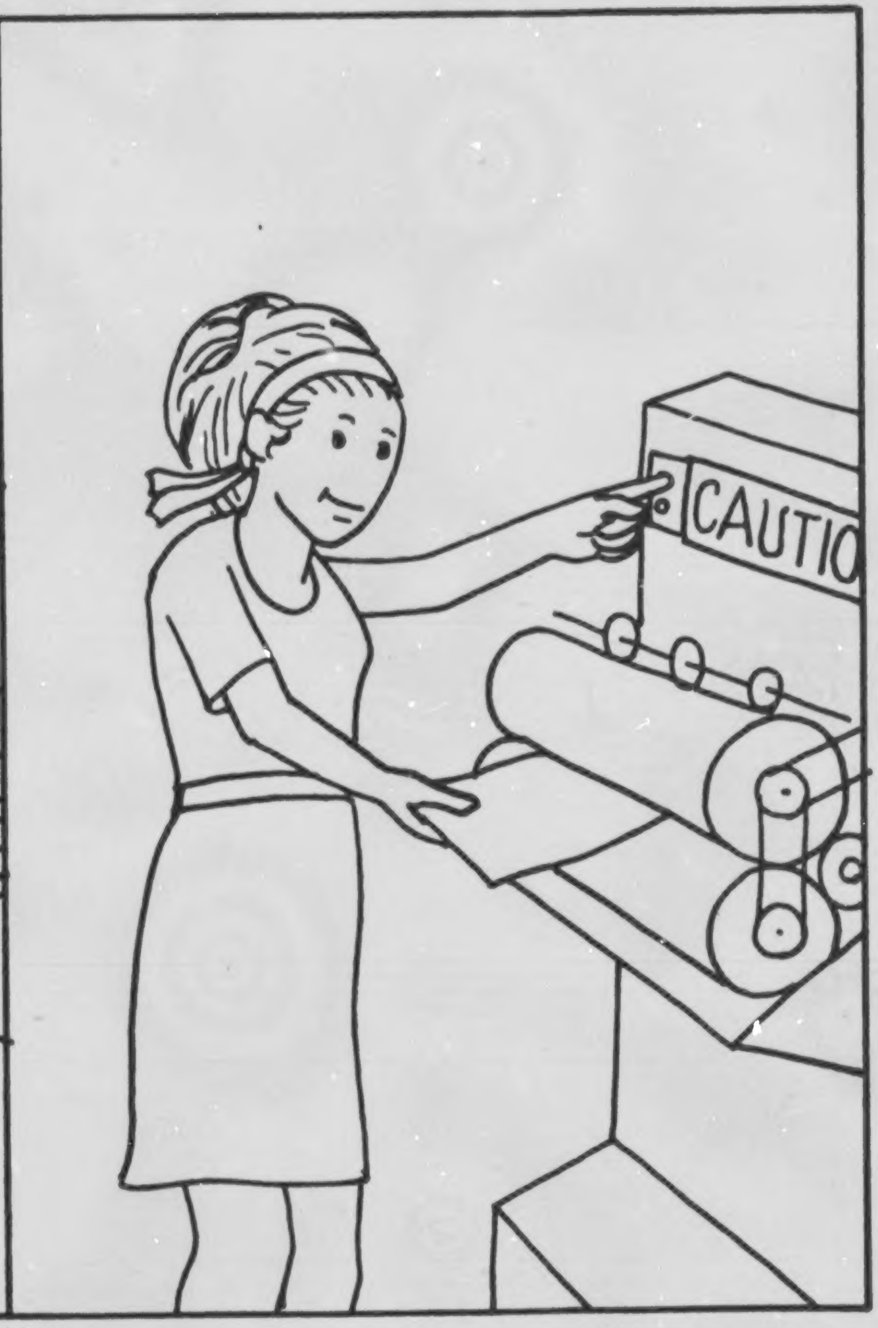

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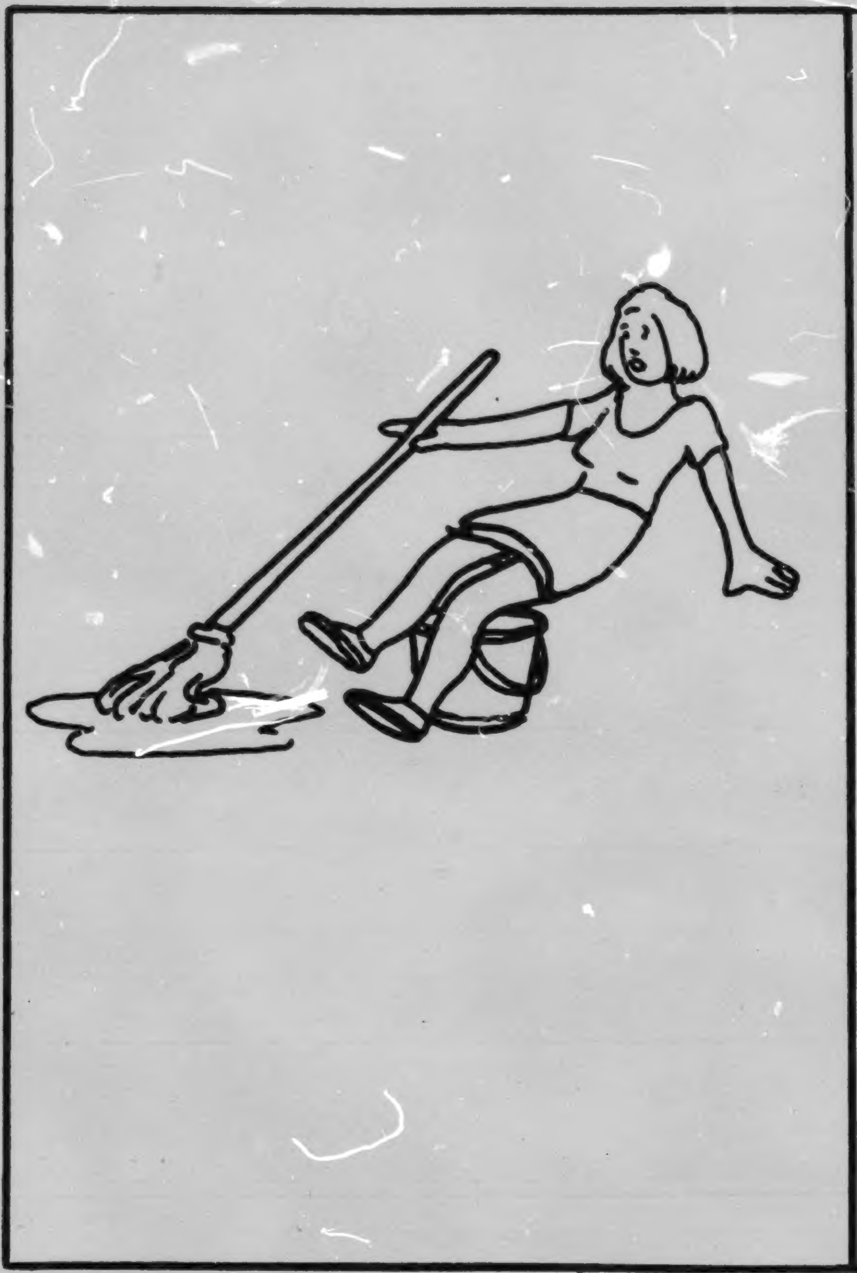

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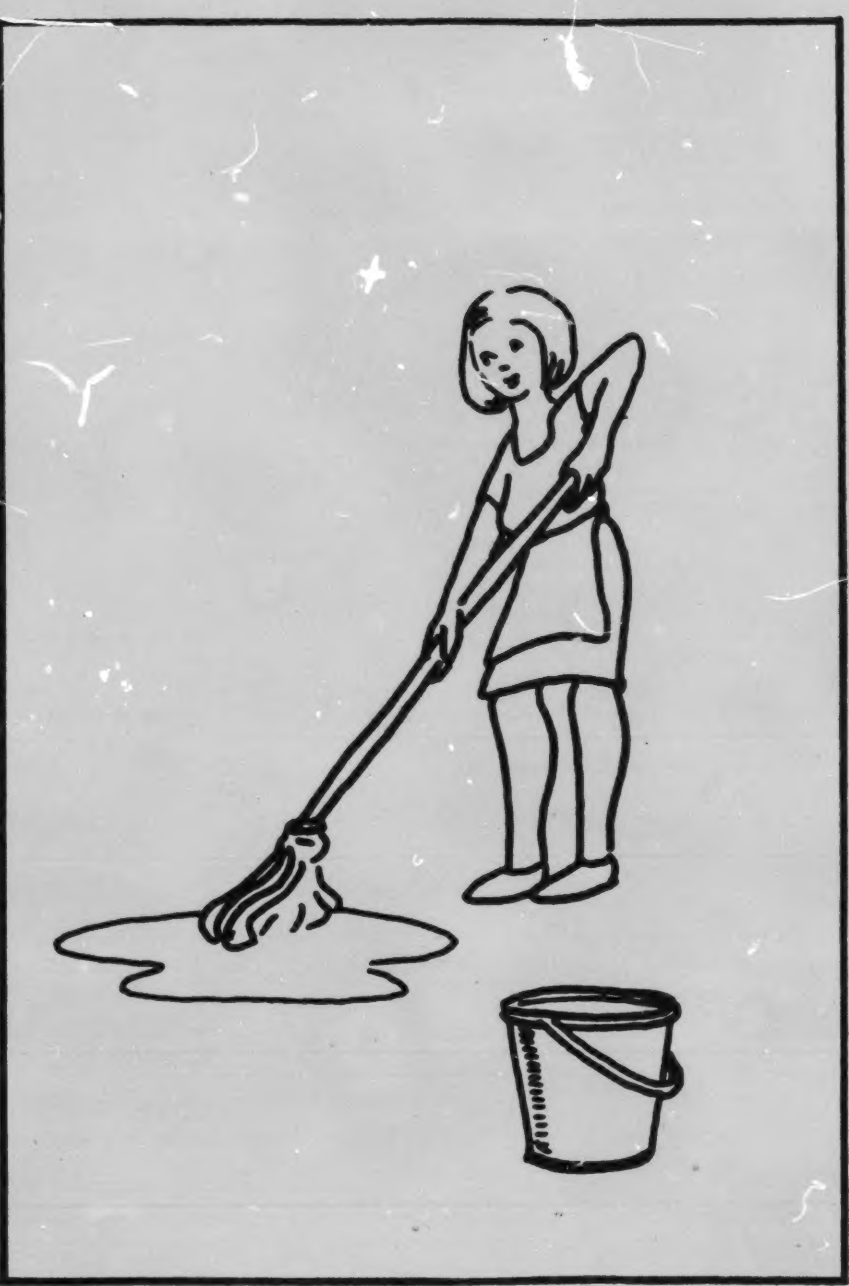

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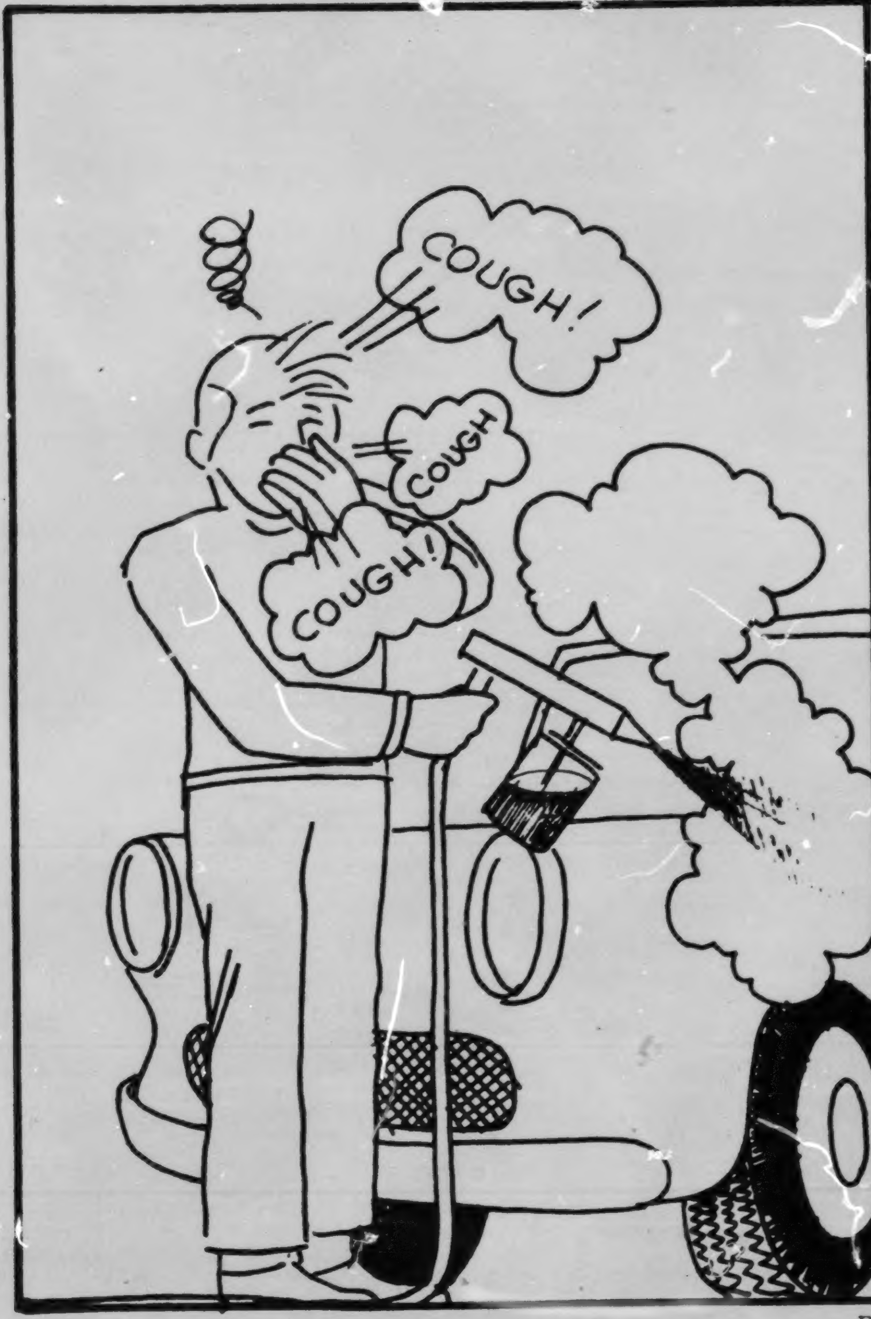
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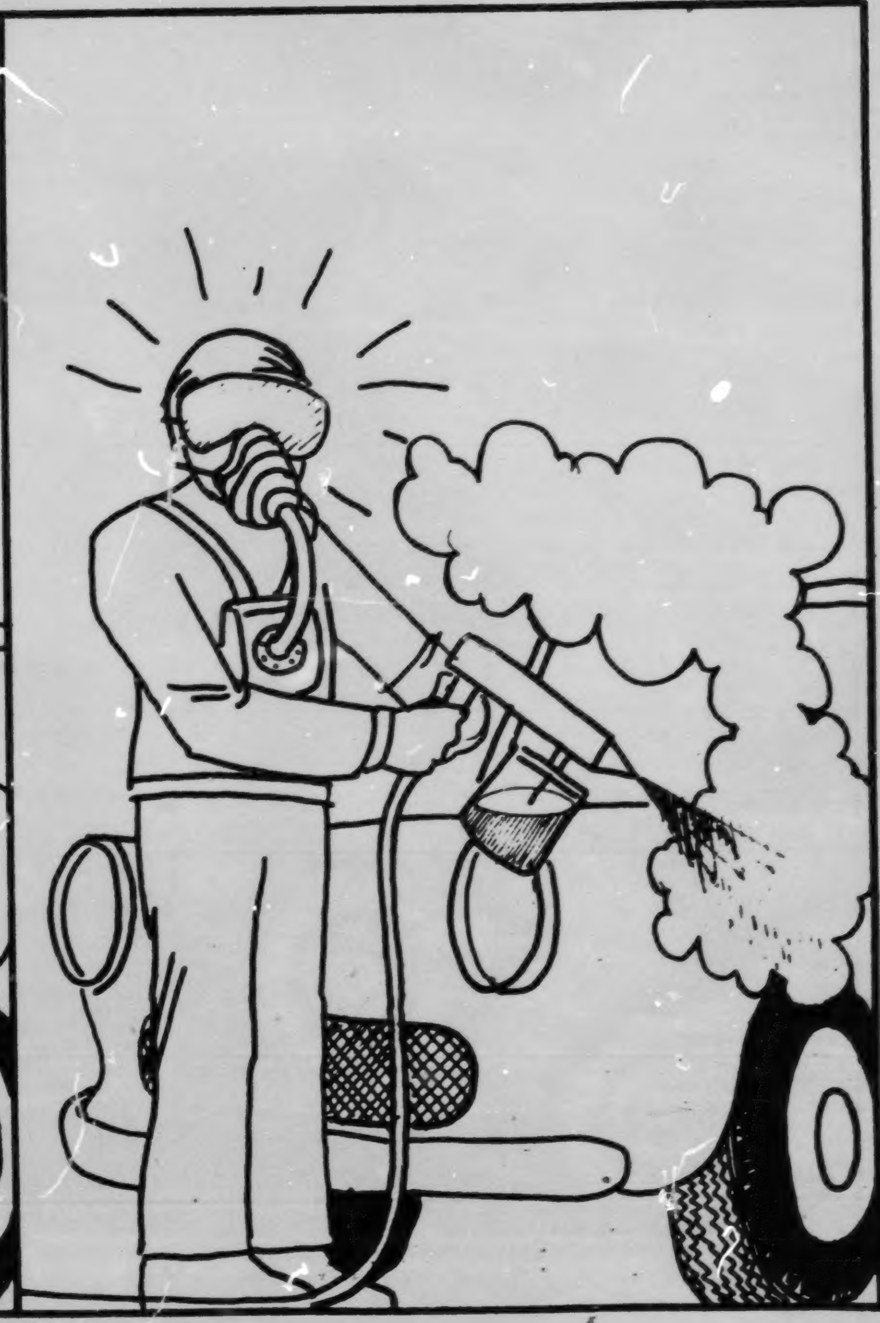

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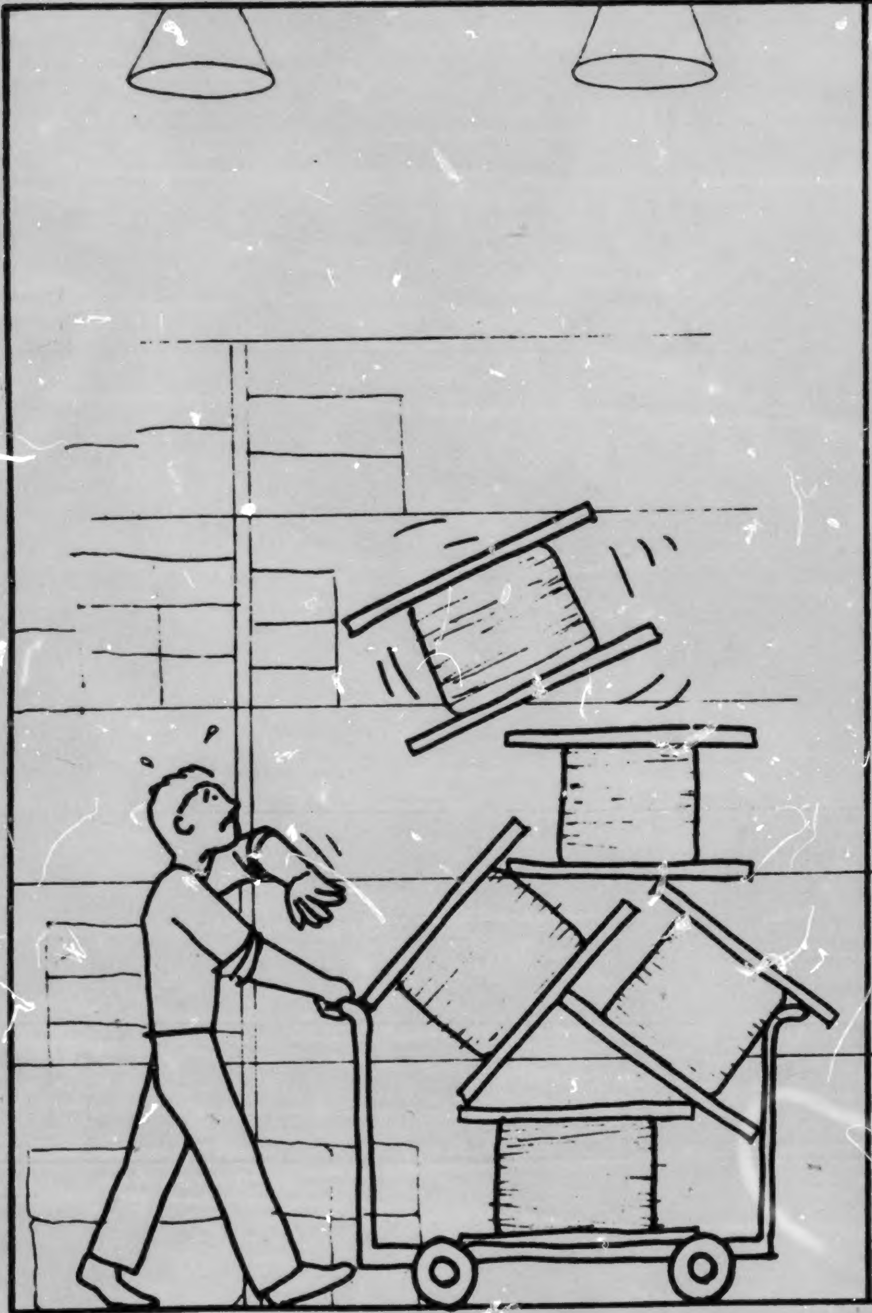

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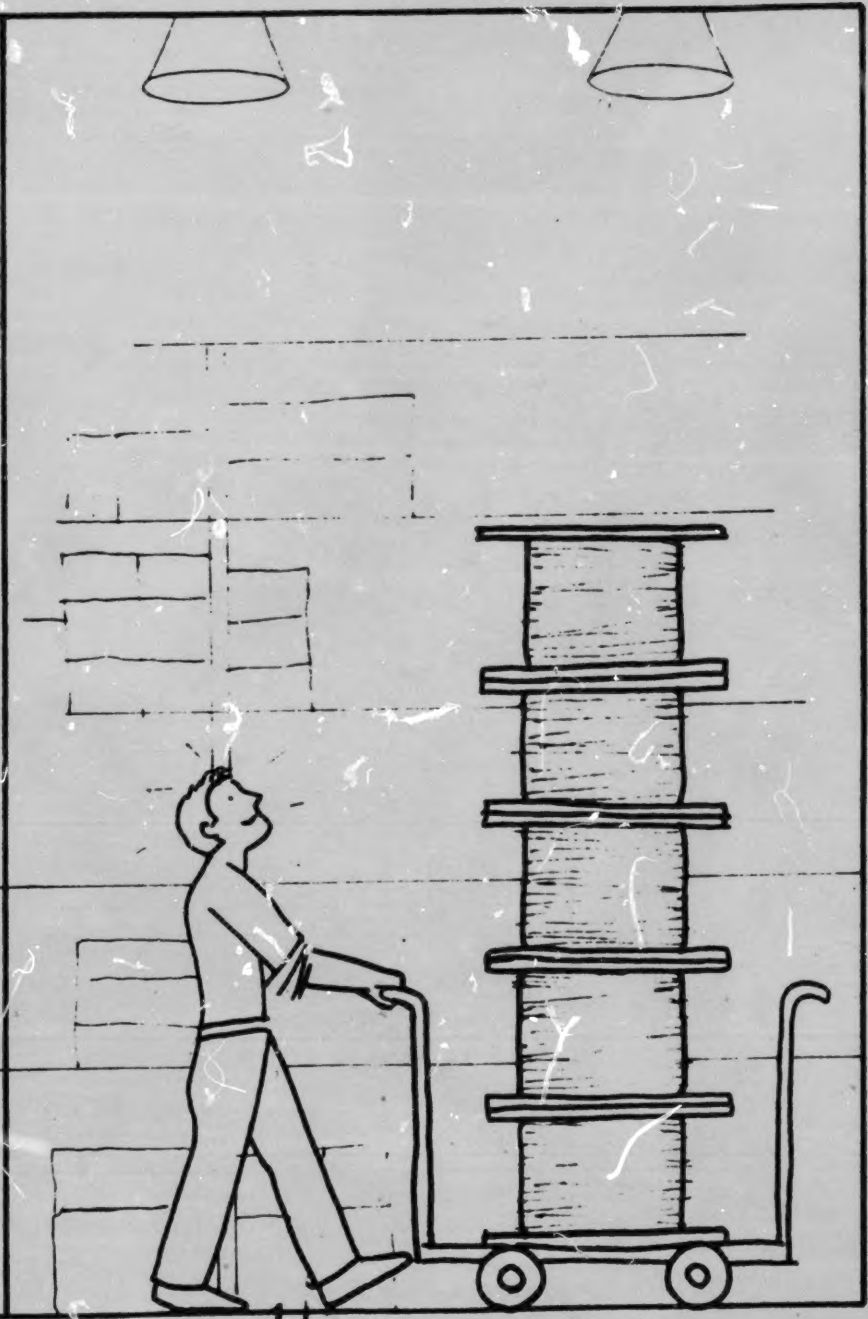

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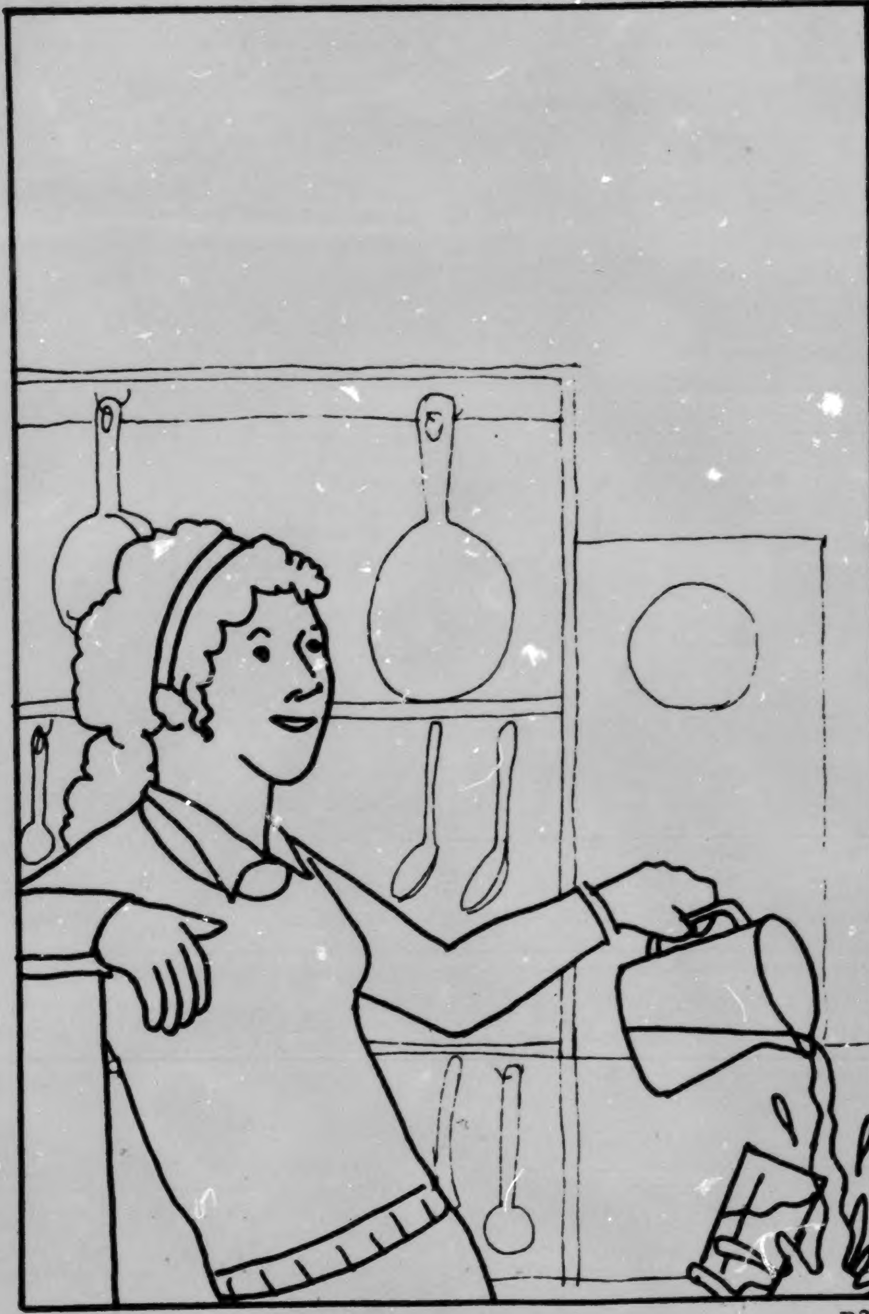

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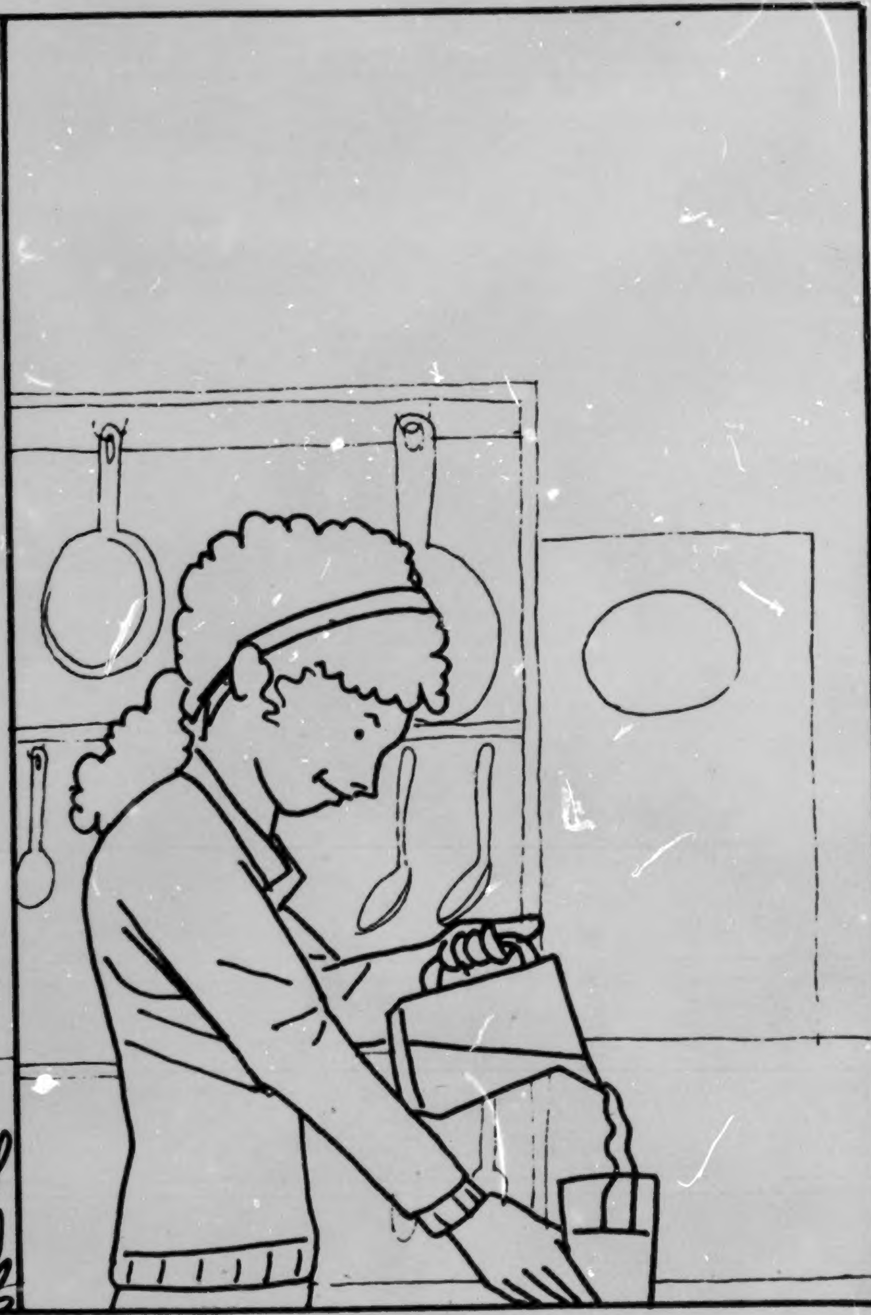

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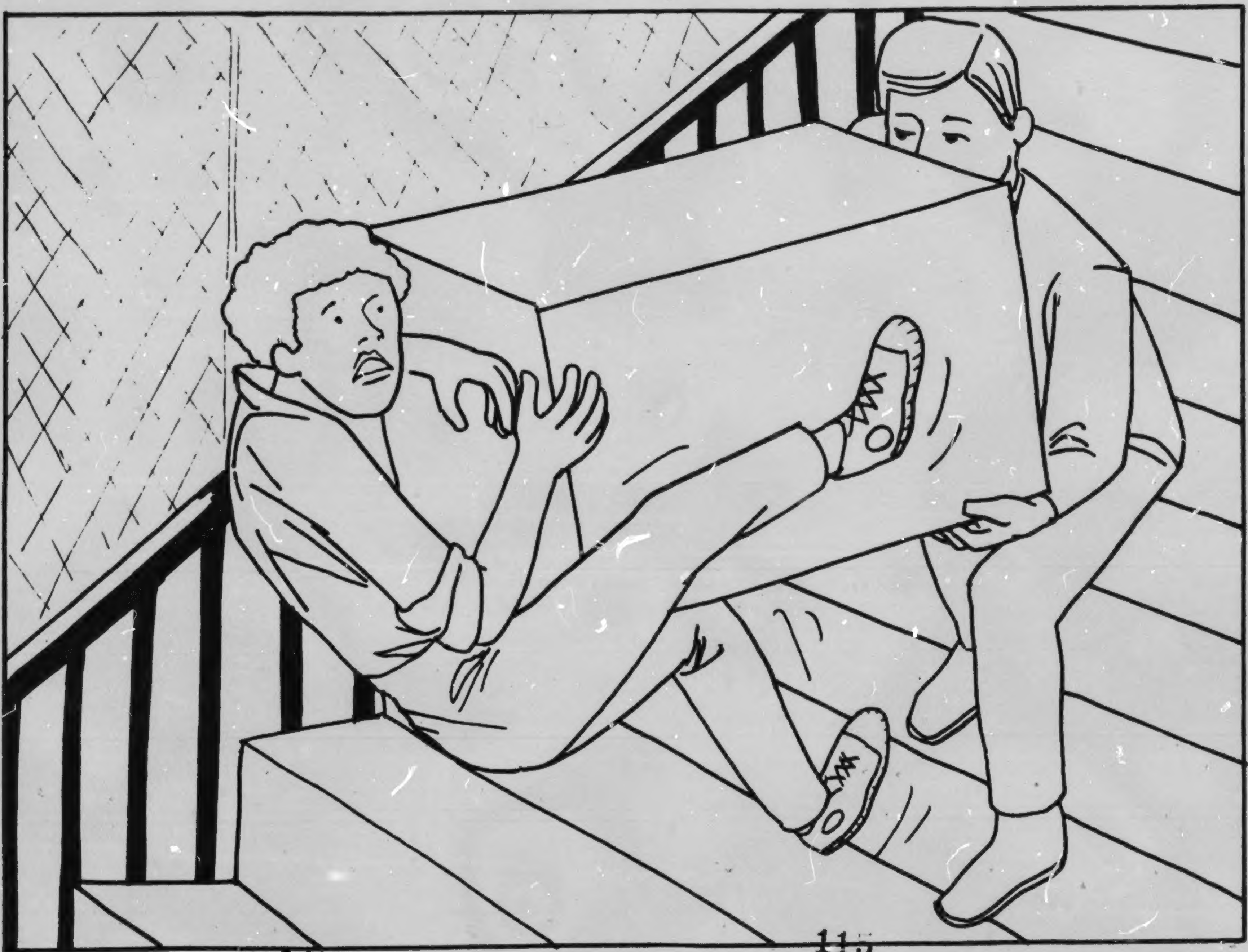

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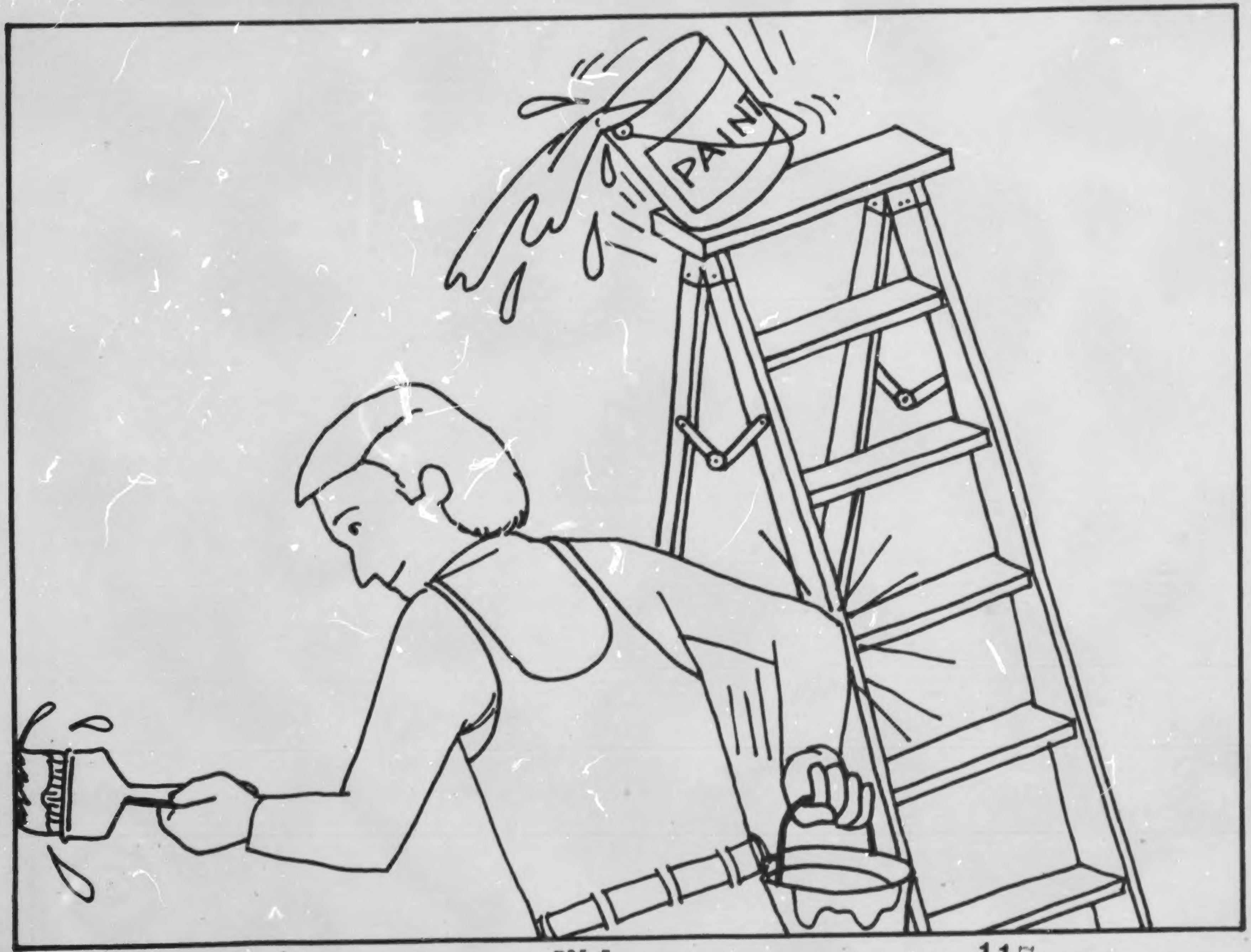

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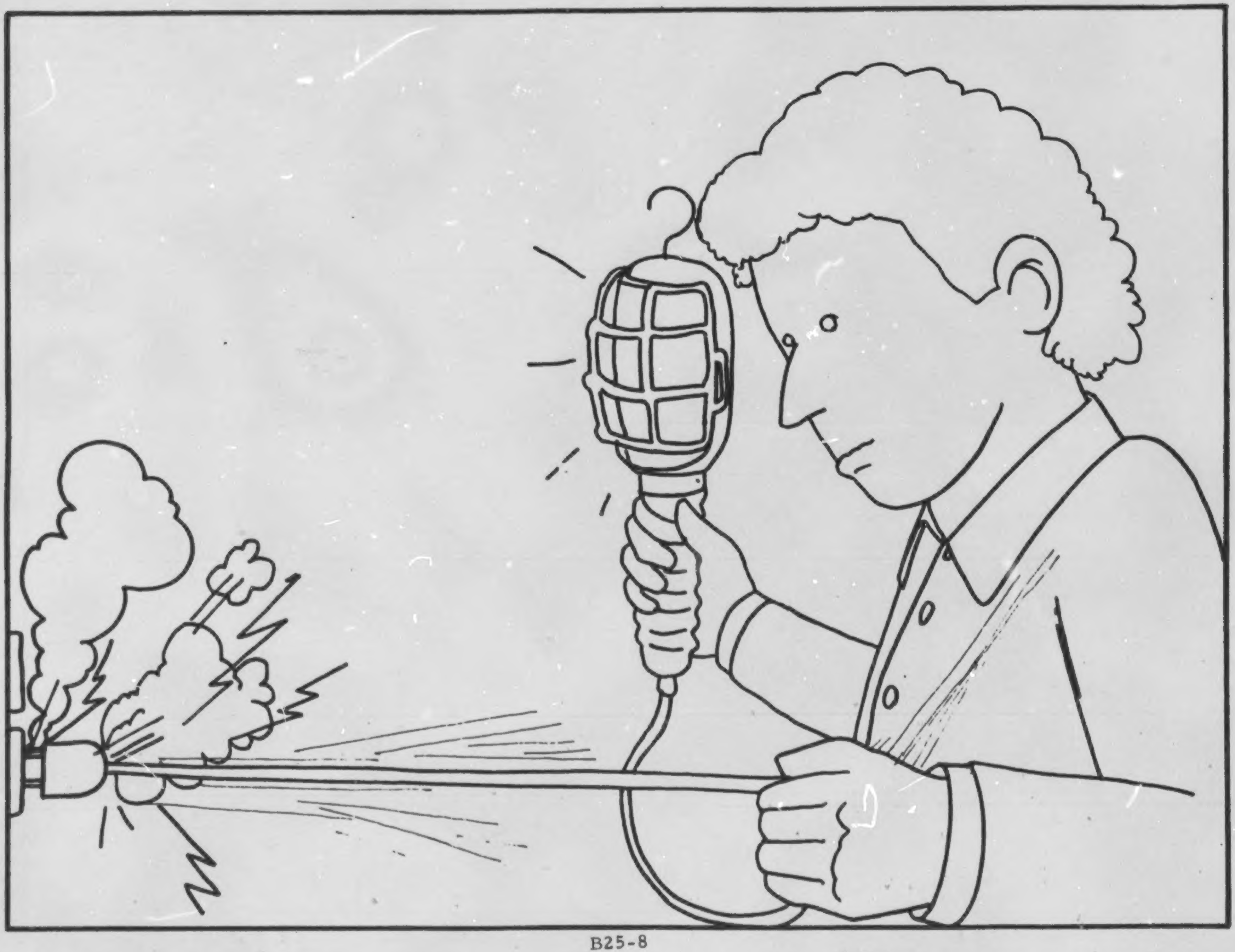

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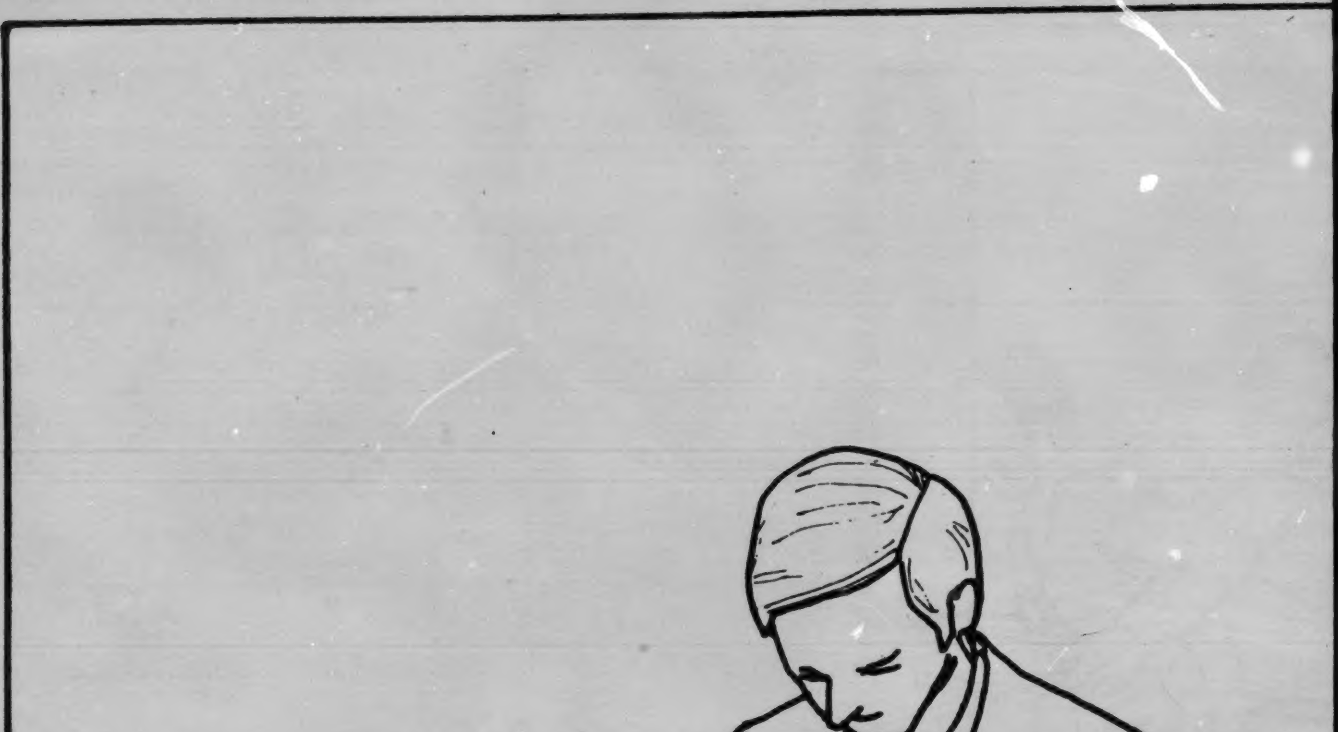

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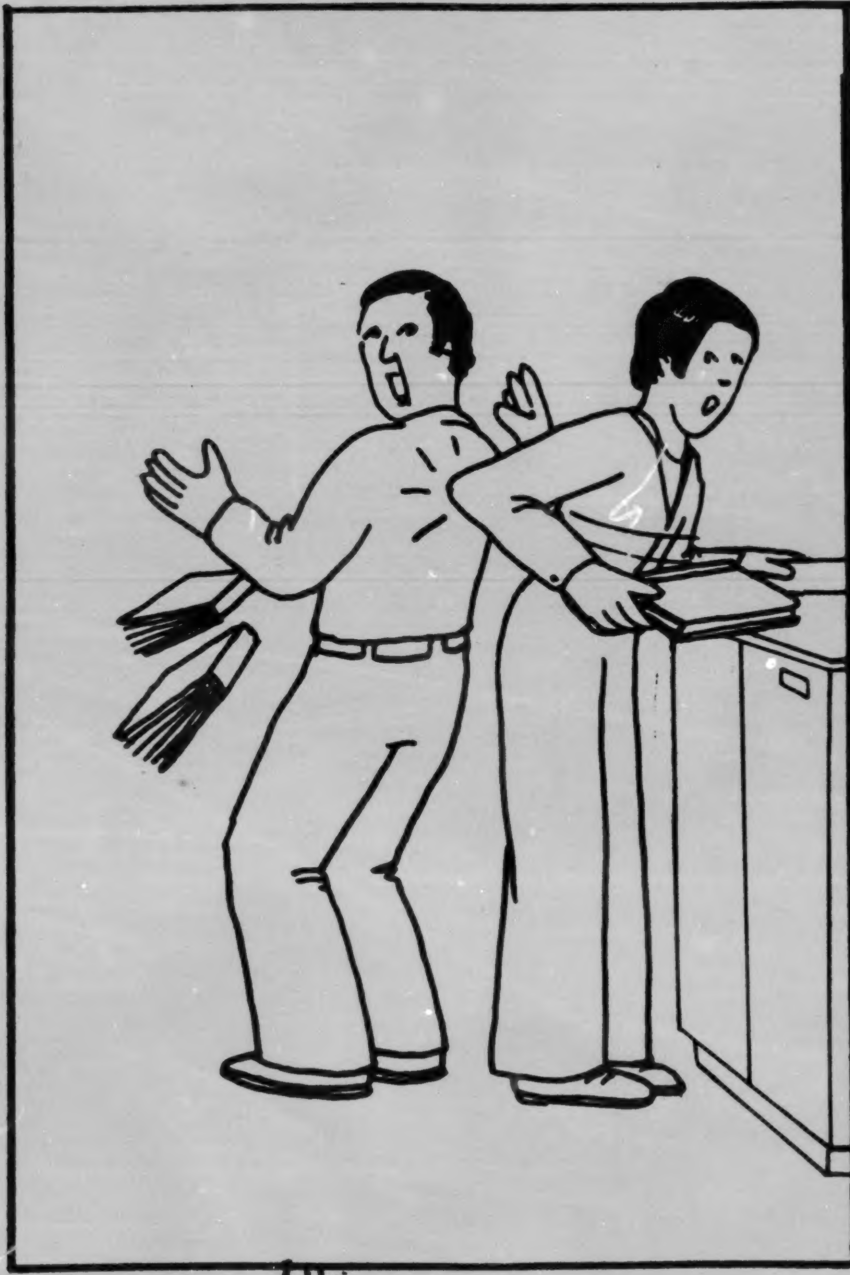

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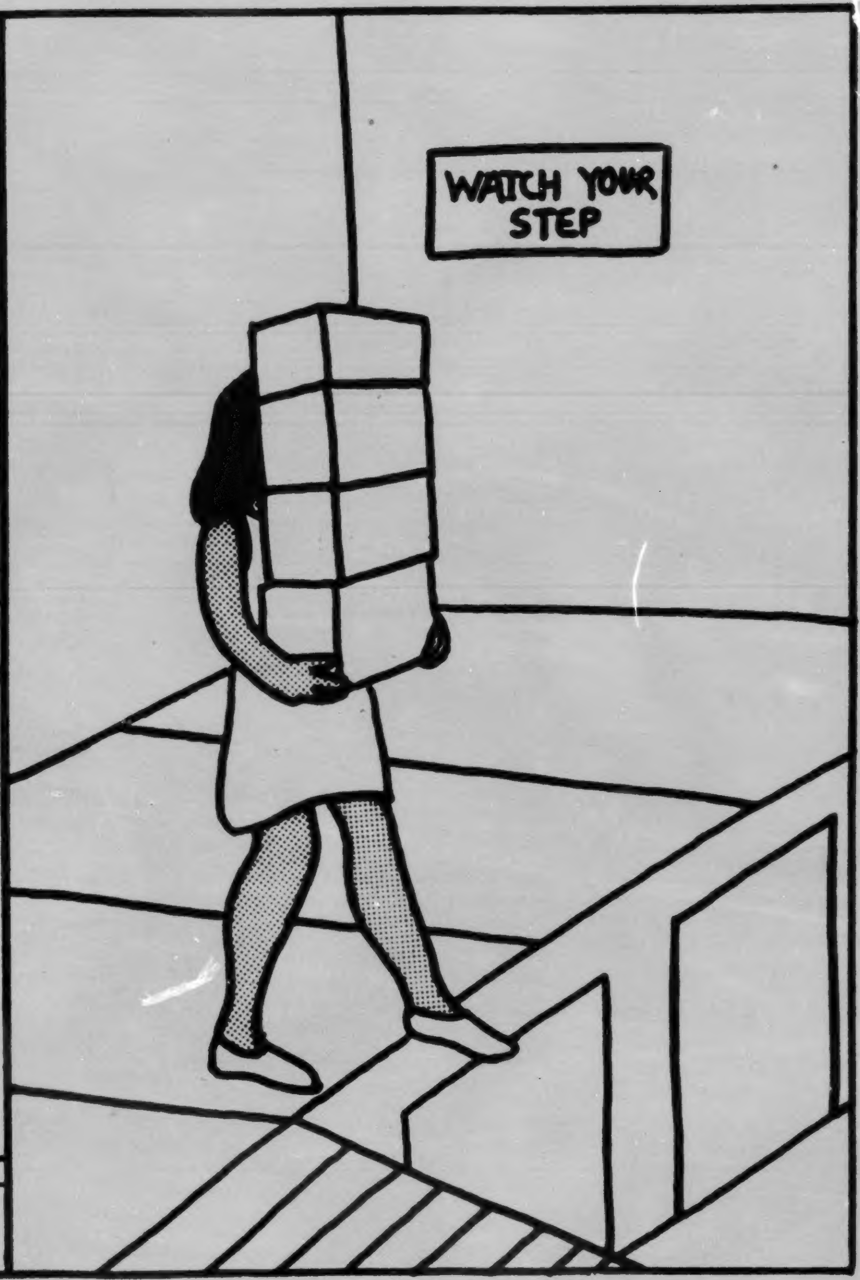

WATCH YOUR STEP

122

TOPIC: Working Safely (cont.)

T exhibits a picture from set #3 and draws Ss into discussion concerning the unsafe work situation and how to make it safe, yet have the work done properly. T tries to apply "working safely at all times" to other everyday situations with which Ss may be familiar in their homes, at school or at work.

T develops a game in which Ss can sort pictures of all three sets into safe and unsafe sets and verbalize or draw safe working procedures for pictures with unsafe conditions.

T elicits comments from Ss about their perceptions of safe behavior at work, school and home. T should not permit extensive descriptions of unsafe activities by Ss; if this occurs, T should stress that this is unsafe behavior and should not be tried out by the other Ss.

T checks out each S's personal perception of safe working conditions and his general performance, both in group and individual discussion, clarifying and reinforcing safety rules as necessary.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) work safely at assigned tasks and also demonstrate a safety set by (2) sorting pictures into safe and unsafe groups and (3) making suggestions for safe working procedures for the pictures exhibiting unsafe conditions.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working Under Pressure

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T discusses with Ss various trades in which people work under pressure: salesclerk, kitchen worker, porter, etc. T explains that, at certain times of the day, activity increases and personnel has to work under pressure, e.g., the rush at restaurants at breakfast time.

T elicits the following attitudes from Ss: (1) pressure should be handled by the worker as a common happening, as it occurs in many places of business, (2) pressure, when it occurs, should be handled without becoming flustered or angry, (3) personnel should continue to work at the fastest speed without sacrificing quality until the rush or pressure is over.

Ss discuss various situations in which they have felt pressure, how they handled it and whether the job-related attitudes would be useful.

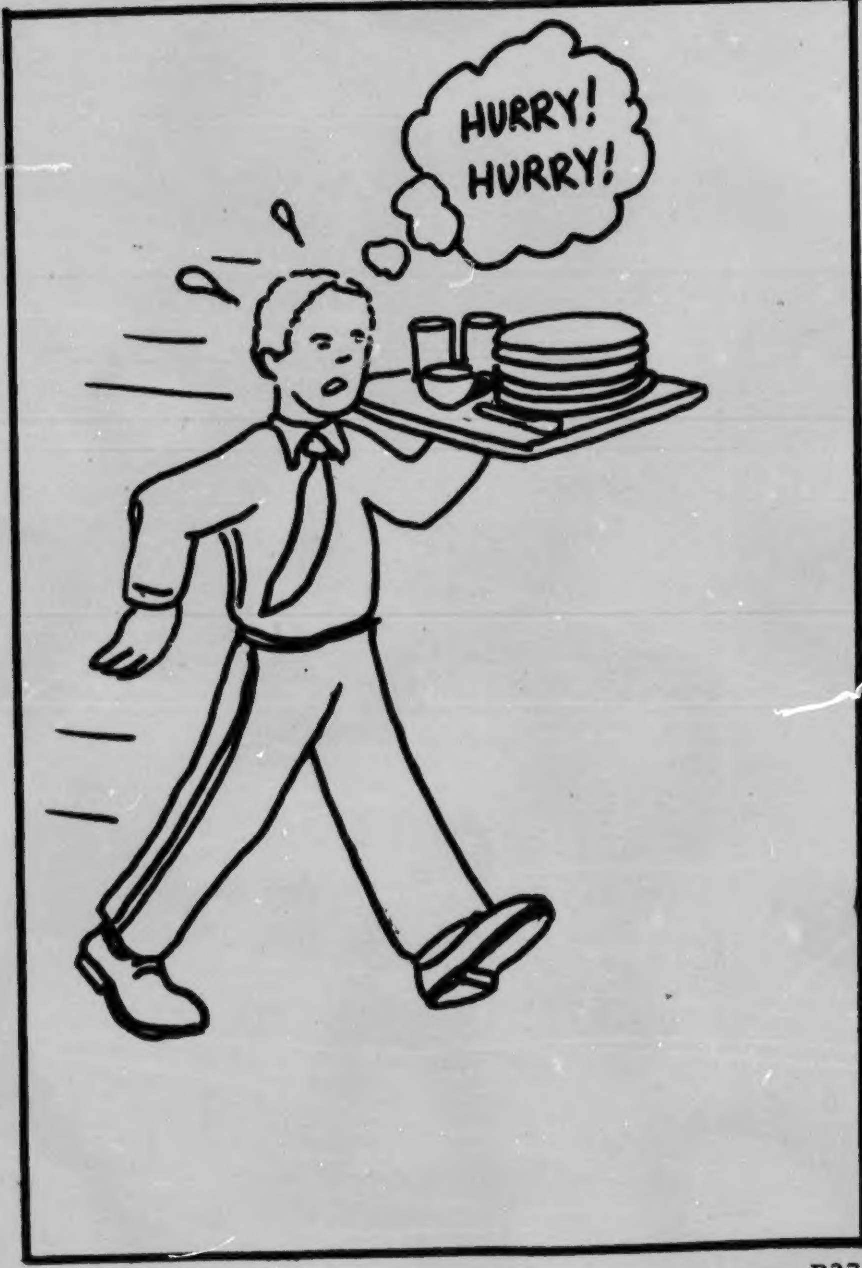
T assigns a task to each S and establishes a deadline until all Ss are working under pressure for at least one-half hour. T makes notes on all Ss in terms of instances when they do not use target behaviors.

T leads Ss in discussion about how they felt and acted when working under pressure. T verbally reinforces and clarifies Ss' perception of their behavior.

T repeats previous learning sequence, then has Ss discuss their feelings and perceptions of performing the target behaviors under pressure.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work under pressure (1) without becoming flustered or angry, and (2) at the fastest speed without sacrificing quality, until he has completed the assigned task or is instructed to stop.

Note: T will evaluate periodically whether S continues to manifest these behaviors.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HURRY!

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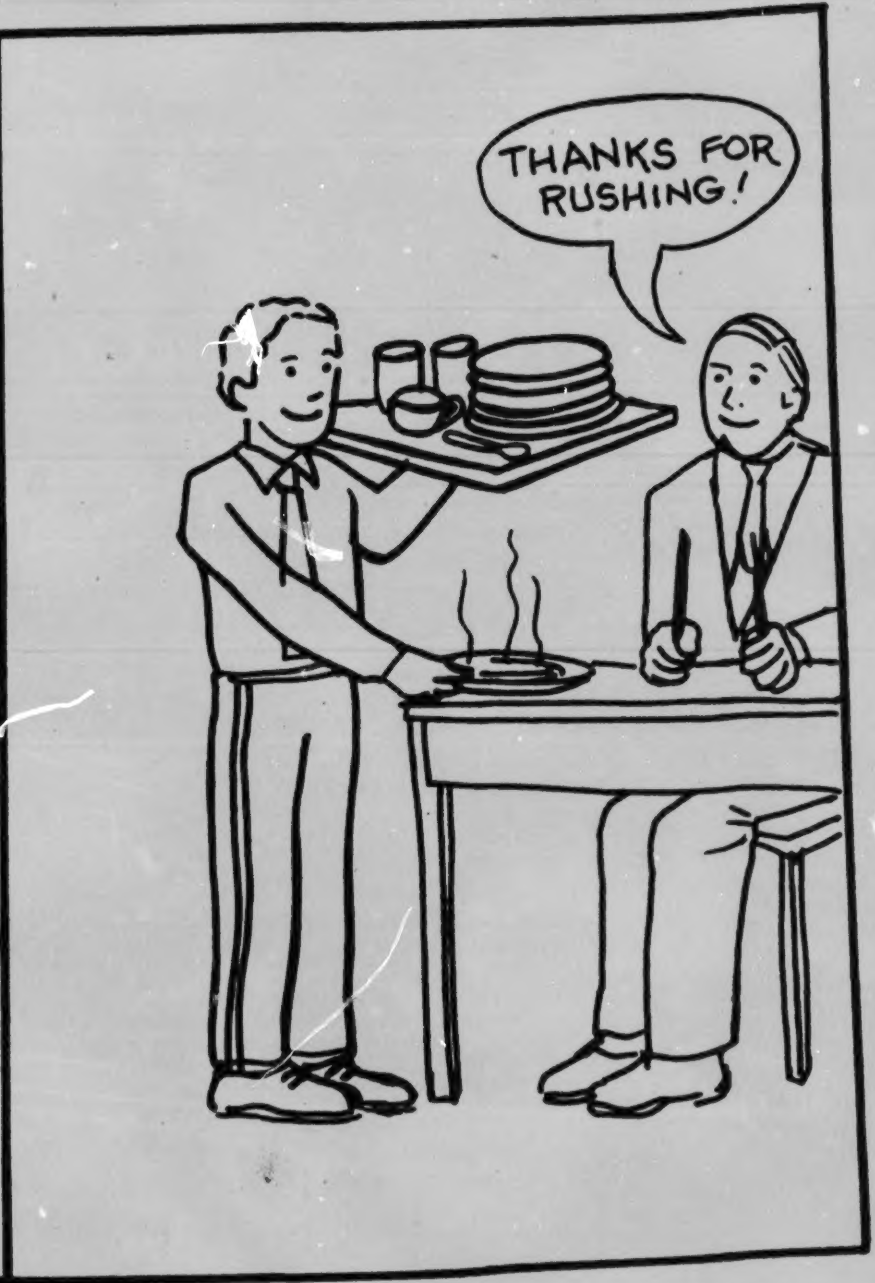
THANKS FOR RUSHING!

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B27-1

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_______. Service Station Attendant. U of V, Votex, 1970.

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SOURCES AND ADDRESSES FOR OCCUPATIONAL TRAINING MATERIALS

Abingdon Press
201 Eighth Avenue South
Nashville, TN 37202

Alaska Skill Center
Box 615
Seward, AK 99664

Aluminum Company of America
1501 Alcoa Building
Pittsburgh, PA 15219

Alumnae Advisory Center, Inc.
541 Madison Avenue
New York, NY 10022

American Institute of Laundering
Director of Education and Personnel
Joliet, IL 60434

American Meat Institute
59 East Van Buren Street
Chicago, IL 60605

American Personnel and Guidance Association
Washington, DC 20009

Arkansas Children's Colony
McRae Unit
Alexander, AR 72002

Barre Vocational Technical Center
Barre, VT 05641

California State Department of Employment
800 Capitol Mall
Sacramento, CA 95814

Careers, Inc.
P. O. Box 135
Largo, FL 33540

Chronicle Guidance Publications, Inc.
Moravia, NY 13118

Del Mar College
Technical-Vocational Education
101 Baldwin
Corpus Christi, TX 78404

Dunbar Service Center
Johnson City, TN 37601

Eastman Kodak Company
343 State Street
Rochester, NY 14650

Follett Publishing Company
Educational Opportunities Division
1010 West Washington Boulevard
Chicago, IL 60607

Grune & Stratton, Inc.
757 Third Avenue
New York, NY 10017

Hive Publishing Company
Easton, PA 18042

Interstate Printers and Publishers
19 North Jackson Street
Danville, IL 61832

ITJ Junior College
Tupelo Center
Tupelo, MS 38801

Job Corps
See U. S. Department of Labor, Job Corps

Johns Hopkins University Press
Baltimore, MD 21218

Maryland State Department of Education
Division of Vocational Education
Special Speech Program
600 Wyndhurst Avenue
Baltimore, MD 21210

National Easter Seal Society for Crippled Children and Adults
2023 West Ogden Avenue
Chicago, IL 60612

National Restaurant Association
1530 North Lake Shore Drive
Chicago, IL 60610

New Jersey State Department of Education
Vocational Education for the Handicapped
225 State Street West
Trenton, NJ 08608

Northwest Regional Educational Laboratory
700 Lindsay Building
710 Southwest Second Avenue
Portland, OR 97204

Rittner's School
345 Marlborough Street
Boston, MA 02115

Rosen, Richards, Press, Inc.
29 East 21st Street
New York, NY 10010

Science Research Associates
259 East Erie Street
Chicago, IL 60611

Sextant Systems, Inc.
3048 North 34th Street
Milwaukee, WI 53210

South Carolina State Department of Education
908 Rutledge Building
Columbia, SC 29201

Superintendent of Schools
1820 Washington Street
Fort Benton, MT 59442

Syracuse University Press
Box 8, University Station
Syracuse, NY 13210

Teachers College Press
Columbia University
1234 Amsterdam Avenue
New York, NY 10027

Texas Education Agency
Department of Vocational and Adult Education
Division of Homemaking Education
Austin, TX 70761

Textile Distributors Association, Inc.
1040 Avenue of the Americas
New York, NY 10018

Thomas, Charles C., Publisher
301 East Lawrence Avenue
Springfield, IL 62703

U. S. Civil Service Commission
Washington, DC 20005

U. S. Department of Labor,
Bureau of Labor Statistics;
Bulletins are available from
U. S. Government Printing Office
Washington, DC 20402

U. S. Department of Labor
Job Corps, Development Division, Manpower Administration
Patrick Henry Building
601 D Street, N.W.
Washington, DC 20213

U. S. Department of Labor
Office of Manpower, Automation and Training
Washington, DC 20210

University of Toronto
College of Education, Guidance Center
1000 Yonge Street
Toronto 289, ON, Canada

University of Vermont
Votex Department
Burlington, VT 05401

University of Wisconsin
Curative Workshop of Milwaukee
Milwaukee, WI 53201

Vocational Guidance Manuals
Universal Publishing and Distributing Corporation
235 East 45th Street
New York, NY 10017

Walck, Henry Z., Inc.
19 Union Square West
New York, NY 10003

World Trade Academy Press, Inc.
50 East 42nd Street
New York, NY 10017

A Binder Assistant

- performs the following major tasks:
  - counts paper
  - drills and binds paper
  - constructs pads
  - stitches printed matter
- works under periodic supervision
- works usually independently of co-workers
- works in an environment that varies from a restricted cramped factory to a spacious manufacturing plant; may sit or stand

TOPIC: Working in Manufacturing Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes work activities in various manufacturing areas which he has visited, seen in movies or read about.

S describes safety hazards of working in manufacturing areas and appropriate precautions which must be taken.

S discusses work habits a worker must have in order to work productively.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in manufacturing areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Counting

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S counts books, printed materials, and unprinted materials in specific quantities requested on order.

S stacks materials in amounts necessary to fill order.

S paper-tapes each order for shipment by packer or for next job station.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) count books and other materials in specified quantities, (2) stack materials in amounts required by an order, and (3) paper-tape each order for shipment or forwarding to next job station. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Drilling

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sets paper drill for depth and diameter of hole required by work order.

S adjusts in place the paper to be drilled.

S activates drill with pedal.

S removes drilled paper and stacks it for forwarding to next job station.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set drill for depth and diameter of hole as required, (2) activate drill, and (3) remove drilled paper and stack it for next job station. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Spiral Binding

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S counts 10 to 15 pages.

S sets depth of spiral-binding punch.

S places set of pages in binding punch and activates punch with pedal.

S punches required number of pages to make book.

S collates or assembles pages.

S transfers pages to assembler unit for insertion of spiral plastic binding.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) count 10 to 15 pages, (2) set depth of spiral-binding punch, (3) activate punch with pedal, (4) collate pages, and (5) transfer pages to assembler unit for insertion of spiral plastic binding. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Industrial Adhesives

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sets up necessary packages and containers of adhesives in proper order and opens them carefully so that they may be resealed.

S checks to see that surface to be glued is smooth and clean.

S draws out required quantity of adhesive, keeping containers clean to prevent staining or spreading to other areas, and applies it with proper tool, as specified by manufacturer. S is careful not to apply an excessive amount.

S cleans any spillage that occurs as the job progresses.

S cleans tools after use with required solvent, removing all adhesive, and depositing debris in a safe container.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) handle and (2) apply various types of industrial adhesives according to specification, and after completing job, (3) clean tools, and (4) deposit debris in a safe container. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Padding

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S counts 50 to 100 sheets of paper per pad, as specified.

S squares paper and pad boards.

S applies pressure or puts weight on stacked pad assembly.

S applies padding glue with brush.

S applies cheesecloth after first glue application, then applies a second glue coat.

S allows drying time of an hour to an hour and a half.

S separates pads and counts pages if necessary.

S cuts pads to size if necessary.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) count 50 to 100 sheets of paper per pad, (2) square paper and pad boards, (3) apply pressure and a first coat of padding glue, (4) apply cheesecloth and a second coat of glue, (5) allow an hour to an hour and a half to dry, (6) separate pads, and (7) cut to size if necessary. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Stitching

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sets the depth and width of stitcher or stapler.

S places book or papers into stitcher.

S activates stitcher with pedal and stitches one or more staples.

S collects and counts books or papers and packs them for forwarding to next job station.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set depth and width of stitcher, (2) place book or papers into stitcher, (3) activate stitcher with pedal, (4) stitch designated number of stitches in books or papers, (5) collect and count materials, and (6) pack them for movement to next job station. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Unfolding Cardboard Boxes and Corrugated Cartons BINDER ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects top and bottom parts of a folded box; S takes bottom part and pulls out folded-down corners so that they are in an upright position. S repeats procedure with top portion of box. S indicates difference between bottom and top of box: top part has different texture or printing from bottom half. S places top over bottom part, producing an assembled, closed box.

S removes top of box, pushes corners in, folds edges, repeating procedure with bottom half so that box returns to original position. S indicates that box is easier to store in this flattened position.

S selects carton in flattened state, sets carton right side up as indicated by printing or lettering, reading instructions aloud. S turns unfolded carton upside down and indicates which way carton should stand. S unfolds carton so that four corners show. S folds flaps under on bottom of carton, interlocking four flaps to strengthen bottom and make corners sturdy; S turns carton, folded side down, and closes top flaps.

S unfolds carton to its original flattened state for easier storage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) fold and (2) unfold cardboard boxes and corrugated cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Selecting Appropriate Cardboard Boxes and Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of different types of preselected items. S selects proper container for each article.

S selects two identical items: one to take home and one to ship. S chooses appropriate box for each.

S indicates two articles of different size and weight and explains use of each type.

S presents larger group of identical items for shipment and chooses proper carton.

S indicates larger group of different articles identified as one shipment and selects proper carton.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to select appropriate box or carton, taking into account item's size, weight and shipping requirements. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Sealing Cardboard Boxes and Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S shows how to pack items in boxes of various sizes when:

- item fits snugly
- item does not take up entire space
- item is small or fragile

S uses shredded paper, polyurethane filler, foam rubber filler, cotton or tissue fillers for packing. S demonstrates special packing and wrapping required for jewelry and other fine items.

S shows how to close box, taping and wrapping properly as required.

S demonstrates use of taping machine. S tapes boxes and corrugated cartons, measuring tape correctly for various sizes. S indicates where extra strength is needed, applying tape smoothly.

S demonstrates use of large pedal-operated stapling machine for sealing boxes and cartons.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) pack items in boxes of various sizes, (2) paper wrap and tape boxes by hand, and (3) seal boxes and cartons with stapling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Affixing Tags and Labels

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates use of marking machine, stressing safety factors.

S sets print in marking machine case. S sets letters and symbols on various types of string tags, pin tickets, and gum labels.

S resets case and proceeds to print symbols on different tags and labels.

S demonstrates use of tagging device. S affixes tag to a garment, stressing safety factors in handling of device.

S inserts plastic strings into tagging device and attaches tag to garment.

S demonstrates use of machine with pin tickets and gum labels, stressing safety factors to be observed with automatic pinning of tickets on garments.

S demonstrates placement of prepared address labels on cartons and boxes.

S affixes labels to groups of cartons.

S groups cartons for separate shipments.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set print in marking machine case, (2) operate marking machine, (3) affix tags and labels by hand and tagging device, and (4) affix prepared labels to groups of cartons and boxes. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Carton Assembler

- performs the following major tasks:

  assembles corrugated cartons

  stacks and stocks empty corrugated cartons

  stacks cartons in appropriate area by size

- works usually alone
- works under periodic supervision
- works in an environment that varies from spacious shipping departments to cramped quarters; stands much of the time

TOPIC: Folding and Unfolding Cardboard Boxes and Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects top and bottom parts of a folded box; S takes bottom part and pulls out folded-down corners so that they are in an upright position. S repeats procedure with top portion of box. S indicates difference between bottom and top of box: top part has different texture or printing from bottom half. S places top over bottom part, producing an assembled, closed box.

S removes top of box, pushes corners in, folds edges, repeating procedure with bottom half so that box returns to original position. S indicates that box is easier to store in this flattened position.

S selects carton in flattened state, sets carton right side up as indicated by printing or lettering, reading instructions aloud. S turns unfolded carton upside down and indicates which way carton should stand. S unfolds carton so that four corners show. S folds flaps under on bottom of carton, interlocking four flaps to strengthen bottom and make corners sturdy; S turns carton, folded side down, and closes top flaps.

S unfolds carton to its original flattened state for easier storage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) fold and (2) unfold cardboard boxes and corrugated cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Assembling Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S removes from stock several folded cartons of various sizes.

S stands carton on open end and pushes diagonally opposite sides toward center until carton is either square or rectangular in shape.

S folds the two smaller opposite sides down and applies appropriate glue. S closes the two larger sides, and tapes or staples them into position.

S tapes corrugated cartons with taping machine. S measures tape for various sizes, indicates where extra strength is needed and applies tape smoothly.

S seals cartons with large pedal-operated stapling machine.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) take from stock a folded corrugated carton and (2) assemble it. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Stacking and Stocking Empty Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S disassembles a variety of taped used cartons of dissimilar size.

S demonstrates how to handle dull instrument safely while breaking tape on cartons.

S flattens cartons to original state and places those of similar size together.

S selects cartons that will fit and places them far back on stock room shelves so that they do not hang over shelves. S explains that cartons must be stored far back on shelves to avoid endangering passing persons.

S stores cartons that are too large for shelves in designated area.

S sorts and groups new cartons by size and places them in stock.

Safety Consideration: Do not let cartons hang over shelves

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify cartons of dissimilar size and (2) stack them by size on shelves or in storage areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Personal Hygiene and Proper Dress

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

FILM DEVELOPER

A Film Developer

- performs the following major tasks:
    - develops film
    - dries film
- works usually independently of co-workers
- works under informal supervision
- works in a comfortably warm, restricted darkroom which is illuminated with a red or green light

TOPIC: Working in Manufacturing Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes work activities in various manufacturing areas which he has visited, seen in movies or read about.

S describes safety hazards of working in manufacturing areas and appropriate precautions which must be taken.

S discusses work habits a worker must have in order to work productively.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in manufacturing areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Working with Electrical Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety rules for use of specific electrical equipment, including application of OSHA rules and manufacturer's instructions.

S stresses need to read manufacturer's instructions before connecting equipment.

S properly and safely hooks up and operates electrical equipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate electrical equipment following (1) required safety rules and (2) manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Monitoring and Recording Time

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses importance of correct timing for various industrial processes, such as film developing, ceramic kiln firing, cooking or electroplating.

S sets timer on a piece of shop equipment, such as a lithographic camera, film developing machine, kiln, stove or electroplating tank.

S explains effects of inaccurate timing on various products.

S demonstrates how to record in appropriate logbook the date, number, and type of film developed.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set timer correctly and control prescribed length of time specific product remains in equipment and (2) record required data in a logbook. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Industrial Chemicals

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes dangers of working with industrial chemicals and safeguards which must be taken.

S explains why a worker wears a face mask, goggles, smock and gloves as protective measures.

S correctly puts on a face mask, goggles, smock and gloves, and safely works with industrial chemicals.

S explains that one must wash immediately with cold water any part of the body which has come in contact with a chemical.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) explain safeguards required when working with industrial chemicals, (2) put on correctly a face mask, smock, goggles and gloves, and (3) perform assigned task which includes working with chemicals. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Developing Film

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains the film-developing process.

S makes sure that stock chemicals are in proper darkroom trays.

S verifies that temperature of developing chemical is 68°F.

S sets timer for 2-1/2 minutes.

S places in developer the exposed film with emulsion-side down.

S turns film emulsion-side up and gently rocks tray back and forth until timer indicates 2-1/2 minutes have elapsed.

S takes film out of developer and places it in a stop bath for a few seconds.

S immerses film in fixer (hypo) for about 5 minutes.

S places film in a rinse bath of running water and appropriate wetting agent.

S wipes film using rubber-bladed squeegee, taking extra care not to damage emulsion side.

S hangs damp film on a clothespin rack or places it directly from the rinse bath in an automatic dryer.

S matches dried film with original copy and sends it to stripper.

Safety Considerations: Do not touch eyes after working with chemicals

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) verify that temperature of developing chemical is 68°F, (2) set timer for 2-1/2 minutes, (3) place in developer the exposed film with emulsion-side down, (4) turn film emulsion-side up and rock tray back and forth for 2-1/2 minutes, (5) take developed film out of developer and place it in a stop bath for a few seconds, TOPIC: Developing Film (cont.)

(6) immerse film in fixer for about 5 minutes, (7) place film in a rinse bath, (8) wipe film using rubber-bladed squeegee, (9) hang film on a clothespin rack or put wet film directly into automatic dryer, (10) match dried film with original copy and (11) send it to stripper. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

FORKLIFT OPERATOR

A Forklift Operator

- performs the following major tasks:
    - operates a forklift
    - loads shipments from pallets onto trucks and railroad cars
    - unloads shipment from trucks and railroad cars onto pallets
    - moves shipments from and to various locations
- is required to have considerable physical strength and agility
- works alone, often in coordination with other workers
- works under informal supervision
- works in spacious loading areas, both indoors and outdoors, under varying climatic conditions

TOPIC: Working with Gas-Driven Heavy-Duty Machinery

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains rules and regulations for operating various types of heavy-duty machinery, as specified by OSHA.

S states that most manufacturers supply safety rules, as does the National Safety Council.

S demonstrates normal preventive maintenance of machinery, such as checking oil, water, battery, tires, lights, doors, and all safety devices.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) demonstrate knowledge of rules and regulations for operating heavy-duty machinery as specified by OSHA and the manufacturers by passing the National Safety Rules test and a teacher-designed test, and (2) perform normal preventive maintenance. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavy Objects with Gas-Driven Machinery

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies balancing point of objects of various shapes and sizes. S determines how load can be handled safely by machine, without damage to object, machine or persons.

S places load correctly.

S decides whether load requires anchoring and, if so, demonstrates accepted methods for anchoring load.

S, assisted by another S if guide is needed, moves with machinery heavy loads over rough, uneven, soft and slippery terrain of varying grades to demonstrate different methods of handling equipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify balancing point of heavy objects, (2) determine safety factors involved in moving various heavy objects, (3) anchor objects if necessary, and (4) move heavy objects safely over varying terrains. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Operating High-Low and Forklift Machines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses major OSHA regulations and rules necessary for safe operation of machinery.

S performs necessary preventive maintenance check and operates the various machines.

S moves the various machines over different terrains, observing safety rules as required.

S loads and unloads various materials with different types of machines.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) maintain, (2) operate, and (3) load and unload high-low and forklift machines. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Pallets

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S loads various types of pallets with different materials, indicating maximum weight/size of safe load and proper method of loading.

S demonstrates when, where, and how to use the various types of pallets.

S moves empty pallets by hand, indicating proper positioning for lifting with forklift and for safe handling.

S moves correctly loaded pallets--balanced loads, no overloading--with forklift.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move various types of pallets (1) by hand and (2) with a forklift. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working in Areas with Heavy Traffic

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses conditions and problems of working in areas with heavy traffic. S draws as much as possible upon his personal experiences when making suggestions on how to improve conditions.

S lays out lanes and alternate routes for worker and public, stressing the need for safe conditions for both.

S points out meaning of signs, barriers and warning devices and their appropriate placement.

S, with aid of other Ss, simulates difficult working conditions and performs tasks safely, properly and courteously.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to work (1) safely, (2) courteously, and (3) efficiently in areas with heavy traffic. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Freight Cars

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates how to plan proper load for a freight car with scale models of freight cars and various packaged materials.

S explains the need to determine where to place loads and which equipment to use before beginning to load or unload a freight car.

S, assisted by another S for greater safety and efficiency in performing task, loads a freight car with forklift and/or tugger or by hand. S demonstrates proper methods of handling merchandise and equipment.

S demonstrates how to unload a freight car, placing loads on a loading platform or in warehouse areas, with a forklift and tugger.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload freight cars by hand or with various equipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Trucks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S unloads cases from truck and stacks them on cart or dolly. S demonstrates correct posture in lifting and proper procedure for loading different items from truck onto moveable carts and dollies.

S unloads truck with a supermarket gravity-type roll conveyor. S squarely places a case lengthwise on the conveyor, taking care not to push the case at an angle, as it will slide off.

S loads truck efficiently by placing large, heavy items on bottom and light, fragile ones on top, giving careful consideration to proper balancing of load.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload a truck. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Lithographic-Camera Operator

- performs the following major tasks:

  mounts copy

  sets timer

  exposes copy

- works usually independently of co-workers
- works under periodic supervision
- works in an environment that varies from a spacious well-lit room to a restricted darkroom; usually stands

TOPIC: Working in Manufacturing Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes work activities in various manufacturing areas which he has visited, seen in movies or read about.

S describes safety hazards of working in manufacturing areas and appropriate precautions which must be taken.

S discusses work habits a worker must have in order to work productively.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in manufacturing areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Working with Electrical Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety rules for use of specific electrical equipment, including application of OSHA rules and manufacturer's instructions.

S stresses need to read manufacturer's instructions before connecting equipment.

S properly and safely hooks up and operates electrical equipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate electrical equipment following (1) required safety rules and (2) manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Monitoring and Recording Time LITHOGRAPHIC-CAMERA OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses importance of correct timing for various industrial processes, such as film developing, ceramic kiln firing, cooking or electroplating.

S sets timer on a piece of shop equipment, such as a lithographic camera, film developing machine, kiln, stove or electroplating tank.

S explains effects of inaccurate timing on various products.

S demonstrates how to record in appropriate logbook the date, number, and type of film developed.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set timer correctly and control prescribed length of time specific product remains in equipment and (2) record required data in a logbook. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Darkroom Operation of Lithographic Camera

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S lines up lens board and copy board.

S visually checks copy with ground glass to see that material is centered.

S takes piece of unexposed film from box and places it, with emulsion side facing S, on vacuum back.

S closes vacuum back.

S sets timer for correct exposure and exposes film.

S opens vacuum back and removes exposed film for development.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) line up lens board and copy board, (2) visually check copy with ground glass to see that material is centered, (3) take piece of unexposed film from box and place it, with emulsion-side facing S, on vacuum back, (4) close vacuum back, (5) set timer for correct exposure and expose film, and (6) open vacuum back to remove exposed film for development. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Opening Lithographic Camera and Mounting Copy on Copy Board

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S opens lithographic camera cover.

S opens copy board of camera.

TOPIC: Opening Lithographic Camera and Mounting Copy on Copy Board (cont.)

S mounts copy on center of copy board.

S closes copy board.

S sets lens to correct F-stop as directed.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) open lithographic camera, (2) mount copy on center of copy board, (3) close copy board, and (4) set lens to correct F-stop. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Affixing Tags and Labels

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates use of marking machine, stressing safety factors.

S sets print in marking machine case. S sets letters and symbols on various types of string tags, pin tickets, and gum labels.

S resets case and proceeds to print symbols on different tags and labels.

S demonstrates use of tagging device. S affixes tag to a garment, stressing safety factors in handling of device.

S inserts plastic strings into tagging device and attaches tag to garment.

S demonstrates use of machine with pin tickets and gum labels, stressing safety factors to be observed with automatic pinning of tickets on garments.

S demonstrates placement of prepared address labels on cartons and boxes.

S affixes labels to groups of cartons.

S groups cartons for separate shipments.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set print in marking machine case, (2) operate marking machine, (3) affix tags and labels by hand and tagging device, and (4) affix prepared labels to groups of cartons and boxes. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Paper Cutter and Wrapper

- performs the following major tasks:
  - inserts large stack of paper into paper-cutting machine
  - sets machine to cut paper to desired sheet size
  - operates power-driven paper-cutting machine
  - packages and boxes reams of paper
- works alongside and in cooperation with other workers
- works under periodic supervision
- works in a large plant that is usually cluttered and messy; may stand or sit

TOPIC: Working in Manufacturing Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes work activities in various manufacturing areas which he has visited, seen in movies or read about.

S describes safety hazards of working in manufacturing areas and appropriate precautions which must be taken.

S discusses work habits a worker must have in order to work productively.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in manufacturing areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Working with Electrical Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety rules for use of specific electrical equipment, including application of OSHA rules and manufacturer's instructions.

S stresses need to read manufacturer's instructions before connecting equipment.

S properly and safely hooks up and operates electrical equipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate electrical equipment following (1) required safety rules and (2) manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Power-Driven Paper-Cutting Machines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sets dial on power-driven paper-cutting machine to cut paper to prescribed size.

S loads machine with a stack of large sheets of paper and clamps it securely in place.

S operates cutting machine to cut paper to size. S waits for blade to elevate all the way after paper is cut.

S removes the cut paper and stores it in an appropriate area.

Safety Considerations: Keep hands away from blade at all times

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set dial for prescribed size, (2) stack and securely clamp paper in machine, (3) start machine, (4) remove cut paper from machine when paper cutting is completed, and (5) store paper in a suitable area. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packaging and Boxing Reams of Paper

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects suitable wrapping paper to wrap a ream of paper. S packages ream, sealing top and ends with tape.

S places packaged ream of paper flat in a suitable carton.

S repeats procedure until carton is full or contains designated number of reams.

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TOPIC: Packaging and Boxing Reams of Paper (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) wrap, (2) tape, and (3) box reams of paper. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Wrapping Parcels for Mailing

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects preassembled materials, including boxes of various sizes, to wrap parcels for mailing.

S folds a garment compactly and selects wrapping paper of proper size. S wraps article and tapes it securely with tape machine.

S also wraps boxed articles.

S uses stamps or labels to designate parcels for "Third Class" mail or "Special Delivery." S explains that use of such stamps and labels facilitates post office handling.

S affixes suitable labels to packages, properly marking those packages that are fragile and those that require special handling.

S stamps return address on package with proper stamp.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) select paper to wrap a garment or boxed article, (2) wrap items correctly, (3) tape parcels securely with a tape machine, and (4) stamp or attach address, return address and other pertinent labels. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Affixing Tags and Labels

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates use of marking machine, stressing safety factors.

S sets print in marking machine case. S sets letters and symbols on various types of string tags, pin tickets, and gum labels.

S resets case and proceeds to print symbols on different tags and labels.

S demonstrates use of tagging device. S affixes tag to a garment, stressing safety factors in handling of device.

S inserts plastic strings into tagging device and attaches tag to garment.

S demonstrates use of machine with pin tickets and gum labels, stressing safety factors to be observed with automatic pinning of tickets on garments.

S demonstrates placement of prepared address labels on cartons and boxes.

S affixes labels to groups of cartons.

S groups cartons for separate shipments.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set print in marking machine case, (2) operate marking machine, (3) affix tags and labels by hand and tagging device, and (4) affix prepared labels to groups of cartons and boxes. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Paper Handler

- performs the following major tasks:

  cuts paper

  packages paper

  works with heavy reams and rolls of paper

- works usually in coordination with other workers
- works under informal supervision
- works in a spacious, heavily trafficked manufacturing area; usually stands

TOPIC: Working in Manufacturing Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes work activities in various manufacturing areas which he has visited, seen in movies or read about.

S describes safety hazards of working in manufacturing areas and appropriate precautions which must be taken.

S discusses work habits a worker must have in order to work productively.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in manufacturing areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Working with Electrical Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety rules for use of specific electrical equipment, including application of OSHA rules and manufacturer's instructions.

S stresses need to read manufacturer's instructions before connecting equipment.

S properly and safely hooks up and operates electrical equipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate electrical equipment following (1) required safety rules and (2) manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Bundling and Unbundling Heavy Rolls of Material

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S bundles various heavy rolls of different materials, each weighing over 50 lb., observing safety precautions and proper procedures.

S unbundles various heavy rolls of different materials with cutting pliers and scissors. S uses good body mechanics.

S observes safety precautions at all times.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) bundle and (2) unbundle heavy rolls of material. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Cutting Paper

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S counts number of large sheets of paper needed for specific job order.

S turns paper cutter on.

S sets paper size cut-gauge to specified size.

S squares paper before cutting.

S cuts paper to press sheet size.

S removes paper, squares it again and replaces it for second cut, if necessary.

S stacks cut paper for shipment to pressman or to next job station.

Safety Considerations: Keep hands away at all times from blade of paper-cutting machine.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) count number of sheets of paper needed for specific job order, (2) turn cutter on, (3) set paper size cut-gauge, (4) square sheets, (5) cut paper to press sheet size, (6) make second cut if necessary, and (7) stack cut paper for shipment to pressman or to next job station. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Industrial Adhesives

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sets up necessary packages and containers of adhesives in proper order and opens them carefully so that they may be resealed.

S checks to see that surface to be glued is smooth and clean.

S draws out required quantity of adhesive, keeping containers clean to prevent staining or spreading to other areas, and applies it with proper tool, as specified by manufacturer. S is careful not to apply an excessive amount.

S cleans any spillage that occurs as the job progresses.

S cleans tools after use with required solvent, removing all adhesive, and depositing debris in a safe container.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) handle and (2) apply various types of industrial adhesives according to specification, and after completing job, (3) clean tools, and (4) deposit debris in a safe container. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Unfolding Cardboard Boxes and Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects top and bottom parts of a folded box; S takes bottom part and pulls out folded-down corners so that they are in an upright position. S repeats procedure with top portion of box. S indicates difference between bottom and top of box: top part has different texture or printing from bottom half. S places top over bottom part, producing an assembled, closed box.

S removes top of box, pushes corners in, folds edges, repeating procedure with bottom half so that box returns to original position. S indicates that box is easier to store in this flattened position.

S selects carton in flattened state, sets carton right side up as indicated by printing or lettering, reading instructions aloud. S turns unfolded carton upside down and indicates which way carton should stand. S unfolds carton so that four corners show. S folds flaps under on bottom of carton, interlocking four flaps to strengthen bottom and make corners sturdy; S turns carton, folded side down, and closes top flaps.

S unfolds carton to its original flattened state for easier storage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) fold and (2) unfold cardboard boxes and corrugated cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Selecting Appropriate Cardboard Boxes and Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of different types of preselected items. S selects proper container for each article.

S selects two identical items: one to take home and one to ship. S chooses appropriate box for each.

S indicates two articles of different size and weight and explains use of each type.

S presents larger group of identical items for shipment and chooses proper carton.

S indicates larger group of different articles identified as one shipment and selects proper carton.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to select appropriate box or carton, taking into account item's size, weight and shipping requirements. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Affixing Tags and Labels

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates use of marking machine, stressing safety factors.

S sets print in marking machine case. S sets letters and symbols on various types of string tags, pin tickets, and gum labels.

S resets case and proceeds to print symbols on different tags and labels.

S demonstrates use of tagging device. S affixes tag to a garment, stressing safety factors in handling of device.

S inserts plastic strings into tagging device and attaches tag to garment.

S demonstrates use of machine with pin tickets and gum labels, stressing safety factors to be observed with automatic pinning of tickets on garments.

S demonstrates placement of prepared address labels on cartons and boxes.

S affixes labels to groups of cartons.

S groups cartons for separate shipments.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set print in marking machine case, (2) operate marking machine, (3) affix tags and labels by hand and tagging device, and (4) affix prepared labels to groups of cartons and boxes. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Automatic Wrapping Machines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains the need for feeding reams of paper steadily into wrapping machine, as rapidly as machine operates.

S continuously feeds reams into machine for automatic wrapping, demonstrating an efficient pace and movement in the operation.

Safety Considerations: Keep fingers away from wrapping mechanism

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to feed reams of paper into wrapping machine at a pace consistent with operation of machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packaging and Boxing Reams of Paper

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects suitable wrapping paper to wrap a ream of paper. S packages ream, sealing top and ends with tape.

S places packaged ream of paper flat in a suitable carton.

S repeats procedure until carton is full or contains designated number of reams.

TOPIC: Packaging and Boxing Reams of Paper (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) wrap, (2) tape, and (3) box reams of paper. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Sealing Cardboard Boxes and Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S shows how to pack items in boxes of various sizes when:

- item fits snugly
- item does not take up entire space
- item is small or fragile

S uses shredded paper, polyurethane filler, foam rubber filler, cotton or tissue fillers for packing. S demonstrates special packing and wrapping required for jewelry and other fine items.

S shows how to close box, taping and wrapping properly as required.

S demonstrates use of taping machine. S tapes boxes and corrugated cartons, measuring tape correctly for various sizes. S indicates where extra strength is needed, applying tape smoothly.

S demonstrates use of large pedal-operated stapling machine for sealing boxes and cartons.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) pack items in boxes of various sizes, (2) paper wrap and tape boxes by hand, and (3) seal boxes and cartons with stapling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

PLATE MAKER

A Plate Maker

- performs the following major tasks:
  - exposes plates
  - develops plates
  - makes blueprints
- works usually independently of co-workers
- works under periodic supervision
- works in an environment that is usually dimly lit

TOPIC: Working in Manufacturing Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes work activities in various manufacturing areas which he has visited, seen in movies or read about.

S describes safety hazards of working in manufacturing areas and appropriate precautions which must be taken.

S discusses work habits a worker must have in order to work productively.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in manufacturing areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Following Printed Directions

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains necessity for following printed directions to perform job tasks such as assembling furniture or operating machinery.

S reads a set of printed instructions and assembles an article of furniture according to instructions.

S starts industrial machinery and operates it according to printed directions.

S performs a job task such as operating a photocopying machine according to accompanying printed directions.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) assemble furniture, (2) start and operate industrial machinery, and (3) operate equipment such as photocopying machines by following printed instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Industrial Adhesives

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sets up necessary packages and containers of adhesives in proper order and opens them carefully so that they may be resealed.

S checks to see that surface to be glued is smooth and clean.

S draws out required quantity of adhesive, keeping containers clean to prevent staining or spreading to other areas, and applies it with proper tool, as specified by manufacturer. S is careful not to apply an excessive amount.

S cleans any spillage that occurs as the job progresses.

S cleans tools after use with required solvent, removing all adhesive, and depositing debris in a safe container.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) handle and (2) apply various types of industrial adhesives according to specification, and after completing job, (3) clean tools, and (4) deposit debris in a safe container. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Layout Tables

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies the word "turtle" as being trade jargon for a printer's movable layout table and the term "chase" as a metal form for holding type together after it has been set.

S places ad plate on turtle and correctly locks chase around plate.

S moves turtle to designated area in pressroom.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) place ad plate on turtle, (2) lock chase around plate, and (3) move turtle to designated area in pressroom. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Monitoring and Recording Time

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses importance of correct timing for various industrial processes, such as film developing, ceramic kiln firing, cooking or electroplating.

S sets timer on a piece of shop equipment, such as a lithographic camera, film developing machine, kiln, stove or electroplating tank.

S explains effects of inaccurate timing on various products.

S demonstrates how to record in appropriate logbook the date, number, and type of film developed.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set timer correctly and control prescribed length of time specific product remains in equipment and (2) record required data in a logbook. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Industrial Chemicals

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes dangers of working with industrial chemicals and safeguards which must be taken.

S explains why a worker wears a face mask, goggles, smock and gloves as protective measures.

S correctly puts on a face mask, goggles, smock and gloves, and safely works with industrial chemicals.

S explains that one must wash immediately with cold water any part of the body which has come in contact with a chemical.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) explain safeguards required when working with industrial chemicals, (2) put on correctly a face mask, smock, goggles and gloves, and (3) perform assigned task which includes working with chemicals. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Exposing Plates

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S turns top of platemaker over.

S opens glass frame and inserts plate and flat.

S lines up plate and flat correctly.

S secures and closes glass frame.

S turns vacuum switch on.

S allows vacuum gauge to reach a pressure of approximately 27 pounds.

S turns top of platemaker over and sets timer.

S exposes plate.

S reverses procedure.

S removes plate for developing.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) turn top of platemaker over, (2) open glass frame and insert plate and flat, (3) line up plate and flat, (4) close glass frame, (5) turn vacuum switch on and allow pressure to build up to approximately 27 pounds, (6) turn over platemaker top and set timer, (7) expose plate, (8) reverse process, and (9) remove exposed plate for developing. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Developing Plates

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains the difference between one- and two-sided plates.

S applies process gum to plate and rubs it in with a sponge.

S applies developing lacquer and develops plate with a sponge until a red image appears in previously clear portions of negative.

S gums plate completely to preserve image.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) explain the difference between one- and two-sided plates, (2) apply process gum to plate, (3) rub gum in with a sponge, (4) apply developing lacquer and develop it with a sponge until a red image appears in clear portions of negative, and (5) gum plate completely to preserve image. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Making Blueprints

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S cuts blueprint paper to size.

S positions flat base-side up so that it is readable on blueprint paper.

S exposes blueprint paper for 2-1/2 minutes.

S applies blueprint developer.

S rinses blueprint paper in water.

S sends wet print through dryer.

Safety Considerations: Do not touch eyes after using developer
Do not look into plate burning light

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) cut blueprint paper to size, (2) position flat on blueprint paper, (3) expose paper for 2-1/2 minutes, then (4) develop, (5) rinse, and (6) dry print. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

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A Shipping Clerk Helper

- performs the following major tasks:
    - affixes tags and labels on items to be shipped
    - maintains shipping area
    - matches and marks coded letters and digits
    - packs and wraps items of different sizes with appropriate method for shipment
    - regroups and repacks items for shipment
    - sorts and groups items to specification
    - tapes boxes with precut and cut-to-size strips
- is required to have considerable physical strength
- works usually alongside other workers
- works under periodic supervision
- works in warehouses and factories with much shifting among departments; stands most of the time

TOPIC: Identifying and Lifting Heavy Objects

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

SHIPPING CLERK HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Sorting and Grouping Items to Specification

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies by group characteristics such stock items as hardware, cleaning supplies and other commonly used materials.

S arranges items for placement in classroom stock area by type, label, size and color. S selects correct shelves and space for placement of each group of goods.

S, working with a wider range of products and goods in school storage area, groups items with similar characteristics and indicates where to store items to make them more accessible.

S opens delivered goods to sort and group them by classification.

S places each group in appropriate storage area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) classify merchandise and products by type, label, size and color, and (2) group items to make them easily accessible, and (3) place them in appropriate storage areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Matching and Marking Coded Letters and Digits

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies single letters and digits on prepared pull sheet.

S examines second prepared pull sheet and explains that letters and digits found on sheet A are also found in a different place on sheet B.

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TOPIC: Matching and Marking Coded Letters and Digits (cont.)

S repeats exercise with double letters and digits on pull sheets C and D.

S repeats exercise with combinations of letters and digits on pull sheets C and D, identifying matching sets of figures.

S sets up boxes on shelf which are marked with combinations of letters and digits. S takes prepared pull sheets with a list of almost all the codes marked on boxes. S demonstrates by picking one code from the sheet and identifying box with identical code.

S pulls box from shelf and puts aside for "delivery."

S sets up cartons which have been marked with the three-letter/digit code followed by 1, 2, 3, indicating that they are the same group but include three cartons, namely, 1, 2, 3 of the same shipment.

S arranges next group of cartons identified similarly from matching code on sheet. S pulls out three cartons with similar three-letter/digit code; S marks each box in succession 1, 2, 3; S sets cartons aside by code, checking matching numbers on sheet for correct "shipment."

S repeats demonstration by matching "shipments" which need two or one, or four cartons. S ascertains how many cartons are needed in each group: pull sheet has numbers (2), (3), (1), or (4) next to each three-letter/digit code.

S repeats demonstration, using additional sheets.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify objects which are coded, (2) match codes with similar ones on the stock pull sheet, (3) group items with similar codes, (4) copy codes, and (5) transfer to unmarked boxes and cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Affixing Tags and Labels

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates use of marking machine, stressing safety factors.

S sets print in marking machine case. S sets letters and symbols on various types of string tags, pin tickets, and gum labels.

S resets case and proceeds to print symbols on different tags and labels.

S demonstrates use of tagging device. S affixes tag to a garment, stressing safety factors in handling of device.

S inserts plastic strings into tagging device and attaches tag to garment.

S demonstrates use of machine with pin tickets and gum labels, stressing safety factors to be observed with automatic pinning of tickets on garments.

S demonstrates placement of prepared address labels on cartons and boxes.

S affixes labels to groups of cartons.

S groups cartons for separate shipments.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set print in marking machine case, (2) operate marking machine, (3) affix tags and labels by hand and tagging device, and (4) affix prepared labels to groups of cartons and boxes. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Sealing Cardboard Boxes and Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S shows how to pack items in boxes of various sizes when:

- item fits snugly
- item does not take up entire space
- item is small or fragile

S uses shredded paper, polyurethane filler, foam rubber filler, cotton or tissue fillers for packing.
S demonstrates special packing and wrapping required for jewelry and other fine items.

S shows how to close box, taping and wrapping properly as required.

S demonstrates use of taping machine. S tapes boxes and corrugated cartons, measuring tape correctly for various sizes. S indicates where extra strength is needed, applying tape smoothly.

S demonstrates use of large pedal-operated stapling machine for sealing boxes and cartons.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) pack items in boxes of various sizes, (2) paper wrap and tape boxes by hand, and (3) seal boxes and cartons with stapling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Assembling Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S removes from stock several folded cartons of various sizes.

S stands carton on open end and pushes diagonally opposite sides toward center until carton is either square or rectangular in shape.

S folds the two smaller opposite sides down and applies appropriate glue. S closes the two larger sides, and tapes or staples them into position.

S tapes corrugated cartons with taping machine. S measures tape for various sizes, indicates where extra strength is needed and applies tape smoothly.

S seals cartons with large pedal-operated stapling machine.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) take from stock a folded corrugated carton and (2) assemble it. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Unfolding Cardboard Boxes and Corrugated Cartons SHIPPING CLERK HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects top and bottom parts of a folded box; S takes bottom part and pulls out folded-down corners so that they are in an upright position. S repeats procedure with top portion of box. S indicates difference between bottom and top of box: top part has different texture or printing from bottom half. S places top over bottom part, producing an assembled, closed box.

S removes top of box, pushes corners in, folds edges, repeating procedure with bottom half so that box returns to original position. S indicates that box is easier to store in this flattened position.

S selects carton in flattened state, sets carton right side up as indicated by printing or lettering, reading instructions aloud. S turns unfolded carton upside down and indicates which way carton should stand. S unfolds carton so that four corners show. S folds flaps under on bottom of carton, interlocking four flaps to strengthen bottom and make corners sturdy; S turns carton, folded side down, and closes top flaps.

S unfolds carton to its original flattened state for easier storage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) fold and (2) unfold cardboard boxes and corrugated cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Opening Sealed Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S displays several sealed corrugated cartons of various sizes and shapes which are secured differently. S explains that appropriate techniques for opening are to be used with each type of carton.

S chooses a carton which can be opened without the aid of a tool and opens it as required.

S selects a carton which must be opened by cutting tape. S cuts tape and opens carton as required.

S chooses a carton which must be opened by removing staples with an appropriate tool. S removes staples and opens carton as required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to open different types of cartons correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Selecting Appropriate Cardboard Boxes and Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of different types of preselected items. S selects proper container for each article.

S selects two identical items: one to take home and one to ship. S chooses appropriate box for each.

S indicates two articles of different size and weight and explains use of each type.

S presents larger group of identical items for shipment and chooses proper carton.

S indicates larger group of different articles identified as one shipment and selects proper carton.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to select appropriate box or carton, taking into account item's size, weight and shipping requirements. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing Prepackaged and Preboxed Items

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S assembles groups of various prepackaged and preboxed items. S sorts products according to type and shape. S demonstrates how to fit different sizes into larger boxes snugly.

S selects box of correct size. S places products into box. S puts prepackaged items in correct containers in appropriate place.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to pack correct number of prepackaged items in a larger box or container in preparation for distribution or shipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Wrapping Small Items

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S presents an assortment of preselected small items, featuring fragile, nonfragile, luxury items, and soft and hard goods. S selects proper packing materials for each of these items, such as foam rubber filler, polyurethane filler, tissue paper, cotton filler, shredded paper.

S identifies items as to fragility and selects proper packing.

S demonstrates proper placement of item and proper method of packing with required material.

S indicates how to use proper type of outer wrapping for items being carried home or shipped. S selects correct paper, bags, boxes, cord or tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) pack and (2) wrap items correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Wrapping Oversized Items

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S exhibits an assortment of oversized items, featuring fragile, heavy, bulky, long-handled ones, and soft and hard goods. S selects proper packing materials for each of these items, such as foam rubber filler, polyurethane filler, industrial packing paper, tissue paper, cotton filler, or shredded paper.

S identifies items as to fragility, weight, etc., and selects suitable packing material.

S demonstrates proper placement of item and correct method of packing with required material.

S demonstrates how to select and use outer wrapping for items being carried home or shipped. S selects correct bag, box, carton, paper, cord or tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify proper type of packing material for oversized items and (2) pack and wrap them correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Wrapping Fragile Items

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S exhibits small and large, fragile and nonfragile preselected items. S identifies fragile items and chooses proper packing materials from a selection of foam rubber filler, polyurethane filler, tissue paper, newspaper, cotton filler, and shredded paper.

S demonstrates proper placement of fragile items and correct method of packing with proper material. S stresses safety hazards in packing of fragile items and need for protection from breakage while package is being carried home or shipped.

TOPIC: Packing and Wrapping Fragile Items (cont.)

S demonstrates type of outer wrapping necessary to carry package home or ship it. S selects correct bag, box, carton, cord or tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify fragile items, (2) pack them properly to prevent breakage, and (3) wrap items correctly so as to carry them home or ship them. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Stock Rooms

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates proper method of keeping different items free of dust and handling marks by using protective bags, boxes and dustcloths.

S explains that boxes, cans and other items are arranged and stored by size, label or similar category because this improves appearance and facilitates selection.

S rearranges items for easy accessibility and categorization in class or stock room.

S works on individual categories, using his judgment as to placement.

S explains necessity of keeping floor free of discarded boxes, bags and cartons for reasons of safety and general appearance.

S demonstrates use of brush and dustpan to sweep floor dirt and use of duster to keep shelves free of dust. S discards refuse and dirt in proper container.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) keep merchandise free of dust and handling marks, (2) arrange items by category for improved appearance and quick selection, (3) dust shelves, and (4) sweep floor and remove discarded items. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Disposal of Paper Refuse

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that accumulated wastepaper must be discarded and wastebaskets must be cleaned daily. S empties contents of wastebaskets into large mobile refuse carts. S stresses that mobile refuse carts should be emptied when full but before overflowing.

S pushes refuse carts to garbage area and dumps refuse.

S sweeps up wastepaper or refuse that may have spilled along the way with dustpan and broom.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to dispose of wastepaper by (1) emptying baskets into mobile refuse carts, (2) moving mobile carts to garbage area to dump refuse, and (3) cleaning up any spillage. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Long-Handled Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Personal Hygiene and Proper Dress

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

A Stripper

- performs the following major tasks:
    rules lines on goldenrod
    opaques lithographic negatives
- works usually independently of co-workers
- works under periodic supervision
- works in a dimly-lit restricted area around a light table

TOPIC: Working in Manufacturing Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes work activities in various manufacturing areas which he has visited, seen in movies or read about.

S describes safety hazards of working in manufacturing areas and appropriate precautions which must be taken.

S discusses work habits a worker must have in order to work productively.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in manufacturing areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Handling Industrial Adhesives

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sets up necessary packages and containers of adhesives in proper order and opens them carefully so that they may be resealed.

S checks to see that surface to be glued is smooth and clean.

S draws out required quantity of adhesive, keeping containers clean to prevent staining or spreading to other areas, and applies it with proper tool, as specified by manufacturer. S is careful not to apply an excessive amount.

S cleans any spillage that occurs as the job progresses.

S cleans tools after use with required solvent, removing all adhesive, and depositing debris in a safe container.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) handle and (2) apply various types of industrial adhesives according to specification, and after completing job, (3) clean tools, and (4) deposit debris in a safe container. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Ruling Horizontal Lines on Goldenrod

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S squares goldenrod to light table with T-square and clear tape.

S holds T-square firmly to light table and rules horizontal lines with pen, ruler and T-square on goldenrod.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to rule straight horizontal lines on goldenrod sheet. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Ruling Vertical Lines on Goldenrod

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S squares goldenrod to light table with T-square and clear tape.

S holds T-square firmly to light table and rules vertical lines with pen, T-square and ruler on goldenrod.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to rule straight vertical lines on goldenrod. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Ruling Standard Sheet Size on Goldenrod

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S rules plate bend line 5/8 inch from lead edge.

S rules gripper bite line 3/8 inch from lead edge.

S measures 11 inches from plate bend line-up.

S measures 4-1/4 inches from center of flat on both sides, and rules horizontal lines.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) rule neatly standard sheet size on goldenrod, (2) work with plate bend and (3) identify gripper lines. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Opaquing Lithographic Negatives

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S places line negative on light table base-side up, so that it is readable.

S dips opaque brush in water, then into opaque jar.

S paints any pinholes that are visible in non-image area of negative.

S lets opaque dry before removing negative from table.

Safety Considerations: Do not touch eyes after using opaque

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to opaque a line negative. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Stripping Negatives onto Goldenrod

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S squares flat to light table.

S rules plate bend and gripper bite.

S rules sheet size with T-square, ruler, triangle and pen.

S rules trim size and inside sheet size, working from center points toward edges.

S positions designated negatives inside trim size.

S opens goldenrod with single-edge razor blade and opaques negatives.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) rule sheet and trim sizes, (2) position negatives to goldenrod, and (3) open goldenrod and opaque negatives. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Wrapper

- performs the following major tasks:

  gift wraps packages

  wraps parcels for mailing, parcel post or private parcel deliverer

- is required to have fine motor dexterity
- works usually alongside another worker
- works under close supervision
- works in a mail room or in an environment similar to a mail room; may be sitting or standing

TOPIC: Selecting Appropriate Cardboard Boxes and Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of different types of preselected items. S selects proper container for each article.

S selects two identical items: one to take home and one to ship. S chooses appropriate box for each.

S indicates two articles of different size and weight and explains use of each type.

S presents larger group of identical items for shipment and chooses proper carton.

S indicates larger group of different articles identified as one shipment and selects proper carton.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to select appropriate box or carton, taking into account item's size, weight and shipping requirements. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Unfolding Cardboard Boxes and Corrugated Cartons WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects top and bottom parts of a folded box; S takes bottom part and pulls out folded-down corners so that they are in an upright position. S repeats procedure with top portion of box. S indicates difference between bottom and top of box: top part has different texture or printing from bottom half. S places top over bottom part, producing an assembled, closed box.

S removes top of box, pushes corners in, folds edges, repeating procedure with bottom half so that box returns to original position. S indicates that box is easier to store in this flattened position.

S selects carton in flattened state, sets carton right side up as indicated by printing or lettering, reading instructions aloud. S turns unfolded carton upside down and indicates which way carton should stand. S unfolds carton so that four corners show. S folds flaps under on bottom of carton, interlocking four flaps to strengthen bottom and make corners sturdy; S turns carton, folded side down, and closes top flaps.

S unfolds carton to its original flattened state for easier storage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) fold and (2) unfold cardboard boxes and corrugated cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Assembling Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S removes from stock several folded cartons of various sizes.

S stands carton on open end and pushes diagonally opposite sides toward center until carton is either square or rectangular in shape.

S folds the two smaller opposite sides down and applies appropriate glue. S closes the two larger sides, and tapes or staples them into position.

S tapes corrugated cartons with taping machine. S measures tape for various sizes, indicates where extra strength is needed and applies tape smoothly.

S seals cartons with large pedal-operated stapling machine.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) take from stock a folded corrugated carton and (2) assemble it. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Sealing Cardboard Boxes and Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S shows how to pack items in boxes of various sizes when:

- item fits snugly
- item does not take up entire space
- item is small or fragile

S uses shredded paper, polyurethane filler, foam rubber filler, cotton or tissue fillers for packing. S demonstrates special packing and wrapping required for jewelry and other fine items.

S shows how to close box, taping and wrapping properly as required.

S demonstrates use of taping machine. S tapes boxes and corrugated cartons, measuring tape correctly for various sizes. S indicates where extra strength is needed, applying tape smoothly.

S demonstrates use of large pedal-operated stapling machine for sealing boxes and cartons.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) pack items in boxes of various sizes, (2) paper wrap and tape boxes by hand, and (3) seal boxes and cartons with stapling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Packing Prepackaged and Preboxed Items

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S assembles groups of various prepackaged and preboxed items. S sorts products according to type and shape. S demonstrates how to fit different sizes into larger boxes snugly.

S selects box of correct size. S places products into box. S puts prepackaged items in correct containers in appropriate place.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to pack correct number of prepackaged items in a larger box or container in preparation for distribution or shipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Wrapping Small Items

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S presents an assortment of preselected small items, featuring fragile, nonfragile, luxury items, and soft and hard goods. S selects proper packing materials for each of these items, such as foam rubber filler, polyurethane filler, tissue paper, cotton filler, shredded paper.

S identifies items as to fragility and selects proper packing.

S demonstrates proper placement of item and proper method of packing with required material.

S indicates how to use proper type of outer wrapping for items being carried home or shipped. S selects correct paper, bags, boxes, cord or tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) pack and (2) wrap items correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Wrapping Oversized Items

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S exhibits an assortment of oversized items, featuring fragile, heavy, bulky, long-handled ones, and soft and hard goods. S selects proper packing materials for each of these items, such as foam rubber filler, polyurethane filler, industrial packing paper, tissue paper, cotton filler, or shredded paper.

S identifies items as to fragility, weight, etc., and selects suitable packing material.

S demonstrates proper placement of item and correct method of packing with required material.

S demonstrates how to select and use outer wrapping for items being carried home or shipped. S selects correct bag, box, carton, paper, cord or tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify proper type of packing material for oversized items and (2) pack and wrap them correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Wrapping Fragile Items

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S exhibits small and large, fragile and nonfragile preselected items. S identifies fragile items and chooses proper packing materials from a selection of foam rubber filler, polyurethane filler, tissue paper, newspaper, cotton filler, and shredded paper.

S demonstrates proper placement of fragile items and correct method of packing with proper material. S stresses safety hazards in packing of fragile items and need for protection from breakage while package is being carried home or shipped.

S demonstrates type of outer wrapping necessary to carry package home or ship it. S selects correct bag, box, carton, cord or tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify fragile items, (2) pack them properly to prevent breakage, and (3) wrap items correctly so as to carry them home or ship them. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Boxing Garments

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates proper folding of preselected soft garments, including children's, women's and men's garments. S double, triple or quadruple folds garments. S places tissue paper in appropriate places to keep garments from becoming creased. S places garments in plastic bag, demonstrating factory bagging of soft merchandise.

S demonstrates hanging of children's, women's and men's heavier garments, such as bulky sweaters or heavy jackets, as shipped from manufacturer.

S takes other garments off hangers and boxes them for retail delivery.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) decide which garments are best to fold and which should remain hanging, and (2) fold garments of all types and sizes properly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Gift Wrapping

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects various materials necessary for gift wrapping, including at least four boxes of different sizes and shapes.

S demonstrates how to measure correct size of paper for package to be wrapped. S shows how to handle scissors safely when cutting measured wrapping paper. S wraps box in paper.

S examines package to check whether it has been wrapped correctly.

S points out words such as "anniversary," "birthday" and "wedding" printed on wrapping paper and explains their meaning. S points out designs which designate such special occasions.

S demonstrates operation of bow machine.

S also shows how to make bows by hand and how to tie box with ribbon.

S places bow on package.

Safety Considerations: Handle scissors carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to gift wrap by (1) selecting box of proper size, (2) choosing appropriate gift wrapping paper, (3) cutting paper to correct size, (4) wrapping box properly, (5) making a bow by machine and by hand, (6) tying box with appropriate ribbon, and (7) placing bow on box. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Wrapping Parcels for Mailing

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects preassembled materials, including boxes of various sizes, to wrap parcels for mailing.

S folds a garment compactly and selects wrapping paper of proper size. S wraps article and tapes it securely with tape machine.

S also wraps boxed articles.

S uses stamps or labels to designate parcels for "Third Class" mail or "Special Delivery." S explains that use of such stamps and labels facilitates post office handling.

S affixes suitable labels to packages, properly marking those packages that are fragile and those that require special handling.

S stamps return address on package with proper stamp.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) select paper to wrap a garment or boxed article, (2) wrap items correctly, (3) tape parcels securely with a tape machine, and (4) stamp or attach address, return address and other pertinent labels. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

END

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